DOCUMENT RESUME

ED 154 529 EA 010 644

AUTHOR	Amin, Aminullah; Glenn, Charles E.
TITLE	An Assessment of Factors Affecting the Organizational Climate of Hawaii Elementary Schools.
SPONS AGENCY	Hawaii State Dept. of Education, Honolulu.
PUB DATE	Jul 71
NOTE	95p.; Not available in paper copy due to marginal legibility of parts of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Behavior; *Educational Environment; Elementary Education; *Organizational Climate; *Principals; *Questionnaires; Tables (Data); *Teacher Attitudes; Teacher Behavior
IDENTIFIERS	*Belief Systems Inventory; Hawaii State Public School System; *Organizational Climate Description Questionnaire

ABSTRACT

The problem undertaken by this study was to determine what, if any, relationships exist between the organizational climates of selected schools, as measured by the Organizational Climate Description Questionnaire (OCDQ), and the scores of teachers on Form E of the Rokeach Dogmatism Scale. The study was conducted in eight Hawaii public elementary schools in one district-complex, which supposed that these schools had a commonality in environmental, socioeconomic, and operational factors. It must be kept in mind that the findings were limited to those perceptions and beliefs held by the teachers in the selected schools, that the OCDQ was adapted for the study, and that the climates of the selected schools were not compared to a normative sample, rather they were described in terms of their relative position within the sample as well as in terms of six protypic profiles developed in an earlier study. Despite the commonalities of the schools, the OCDQ did identify schools with organizational climates along the continuum from "open" to "closed." Regardless of the school's identified climate, most of the responding teachers scored low on the belief systems inventory and tended toward flexibility or open-mindedness. (Author/IRT)

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AN ASSESSMENT OF FACTORS AFFECTING THE ORGANIZATIONAL CLIMATE OF HAWAII ELEMENTARY SCHOOLS

BY

AMINULLAH AMIN

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HONOLULU, HAWAII

JULY 1971

EA 010 644

"It is not too infrequently stated by members of organizations that results in behavioral science, specifically those in organizational behavior, do not agree with their observations of the real world. Perhaps the research studies....are limited and do not apply to all situations; perhaps the people who object do not really understand the behavior around them....."

_____Philip B. Applewhite

ACKNOWLEDGMENTS

This research study was made possible because the research team received strong support, cooperation and guidance from the University of Hawaii Department of Educational Administration Staff, Hawaii State Department of Education personnel, and the Research Seminar Graduate Students.

We extend our appreciation to Dr. Robert Dunwell, Graduate Student Advisor, University of Hawaii Department of Educational Administration for lending his expertise to the research team in terms of relevant background and precise research procedures.

Also, the suggestions, criticisms, and encouragement contributed by Graduate Students in the research seminar were much appreciated.

The cooperation and support given by Dr. Charles T. Araki, State Director of Informational Services and by Dr. Albert Miyasato, District Superintendent and Mr. Kengo Takata, Deputy Superintendent, during the pre-data collection, did much to create a positive attitude toward the study.

The respective school principals made every attempt to arrange for a satisfactory time and adequate facilities for data collections. The teachers willingly contributed valuable time, and responded to the research instruments with a professional spirit. To these people the research team members extended their sincere appreciation.

PREFACE

The findings reported here are based upon a master work done by Andrew W. Halpin and Don B. Croft, entitled The Organizational Climate of Schools (July 1962). The dimension of functional flexibility or rigidity is generally called the degree of dogmatism; the authority in the literature on the subject is Milton Rokeach who developed an instrument for measuring this characteristic: It is called the "Dogmatism Scale", or in this study it is called the "Belief Systems Inventory." It is our intention in this study to determine what, if any, apparent relationships existed between (1) the organizational climates of selected schools as measured by the "Organizational Climate Description Questionaire," and (2) the scores of individual teachers on Form E of the Rokeach's Dogmatism Scale by schools.

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I. INTRODUCTION

Introduction to the Problem

> As any teacher or school executive moves from one school to another he is inexorably struck by the differences he encounters in Organizational Climates. He voices his reaction with such remarks as, "You don't have to be in school very long before you feel the atmosphere of a place."
>
> _____Andrew W. Halpin.

There are recognized differences in the "atmosphere", "tone", or "climate" of individual schools. Each school seems to have its own "personality".[1]

> Much of this evidence comes from observations of the behavior of people in the schools. In one school faculty members appear to be relaxed and at ease with each other; somehow they seem competent and generate within us a sense of confidence in them. In another school, we find greater tension and the teachers show it in their faces, the manner of their speech, and how they teach and supervise students. Some schools seem to be very noisy and "on edge" and often the teachers in these schools shout a great deal. In some schools the principal appears to emphasize his authority and status, often stressing formality and correctness in dealing with others, and in others the principal gives the impression of being much too busy to give personal attention to any individual. Yet, in many schools the principal seems to accommodate an appropriate, easy informality without undercutting his important role in the scheme of things. The subtle differences and sometimes they are not so subtle which characterize the psychological environment (which Argyis calls the "living system" of organizations)are the domain of organizational climate. "Analogously", Halpin states, "personality is to the individual what Organization Climate is to the organization." [2]

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[1]Robert G. Owens, Organizational Behavior in School,(New Jersey: Prentice-Hall, 1970), p. 167.

[2]Andrew W. Halpin, Theory and Research in Administration, (New York: The Macmillan Company, 1966), p. 131.

Importance of the Problem

The recognized differences in the "organizational climates" provides the first impetus for this study of eight elementary public schools in Hawaii.

> The rationale underlying the "Organizational Climate Description Questionaire", (OCDQ), assumes first, that something actually exists which can properly be called organizational climate. Further, it is assumed that organizational climate is closely related to the perceived behaviors of teachers and principals.
>
> The term perceived is important. Suppose that teachers were asked questions which were designed to elicit information about the school's Principal such as "How considerate is he?" "How energetic and effective is he?" "How approachable and how 'genuine' is his manner?" One may object that the principal may actually evidence behavior quite different than that which the teacher "perceives". The principal, for instance, may be attempting to emphasize "consideration" with leader behavior, and he wishes to be a leader. However, if a teacher does not "see" this behavior as evidencing consideration, then to him it is not consideration. Consider the school principal who thinks of himself as genial, easy-going, and thoughtful, whereas teachers--in private--refer to him as "old iron-pants." We enter here the sensitive territory of selective perception, in which people "see", in the psychological sense, what they are prepared to see (or hear). In dealing with the interpersonal relationships which are inextricably bound up in organizational behavior, we are constantly confronted with the truism that much of behavior is, like beauty, in the eye of the beholder.[1]

In analyzing the school profiles, Halpin has emphasized the impact of the behavior of the principal upon the climate which he obtains in his school. There is no gainsaying the fact that such influence does operate and that it must be taken into account when we seek to understand the Organizational Climate of a particular school. But this is not a one way street. The leader influences the behavior of the group

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[1]Robert G. Owens, Organizational Behavior in Schools, (New Jersey: Prentice-Hall, 1970), p. 174-175.

members, but the group members also influence the behavior of the leader. However, since influence is an effect that takes place over time, it is impossible for us to make any inference about the direction of such influence on the basis of the present OCDQ measurements because measurements have been made at only a single slice in time.[1]

This provides the second impetus of the study. How rigid or flexible are the faculty members in accepting change or ideas of others? A principal may have every intention of maintaining an "Open Climate". He may be young and intelligent, and he has had good experience and training. He possesses thrust, and he is highly considerate. We recognize the possibility that the openness of a principal's behavior may present the teachers with a severe psychological threat. So, it is the intent of the study to determine to what degree the faculty members are rigid or flexible within an identified organizational climate with the second instrument called the "Belief Systems Inventory," or better known as the Dogmatism Scale, Form E, developed and researched by T.W. Adorno and further researched by Milton Rokeach.

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[1]Andrew W. Halpin, Theory and Research in Administration, (New York: The MacMillan Co., 1967), p. 198-199

Background of the Problem

Although Chris Argyris has been generally credited with the first attempt to describe systematically the factors which comprise organizational climate in a study of organizational relationships in a bank, it was Andrew W. Halpin and Don B. Croft who developed and researched the Organizational Climate Description Questionaire which was used in their behavioral study of the organizational situation in seventy-one elementary schools.

> The development of the Organizational Climate Description Questionaire (OCDQ) by Halpin and Croft (1963) has had a quantitative impact upon research related to administrative theory. Since all administrative behavior takes place in a situation, the lack of proper instrumentation has made the measurement of it impossible. The OCDQ is a step toward remedying this problem. The OCDQ has had a reception similar to that enjoyed by the LBDQ. Brown (1967) estimates that it has been used in at least 100 studies. The studies are empirical and are generally correlational in nature.[1]

The OCDQ was constructed by analyzing the information obtained from seventy-one schools from six different regions of the United States. The climate of each school was described by the teachers and the principal on a set of Likert-type items. The analysis was based upon this description of the schools by 1151 respondents. The OCDQ was systematically reduced to a 64 item construct, the items being assigned to eight subtests which were delineated by factor-analytic methods. Four of these subtests pertain primarily to characteristics of the faculty group qua group, the other four to the characteristics of the principal as a leader. These eight dimensions will be discussed later in this paper, but just to get the "feel" of the terrain explored,

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[1]Daniel E. Griffiths, "Administrative Theory," Encylopedia of Educational Research ed. Robert L. Ebel (4th ed.;N.Y.:MacMillan Co. 1969), p. 21

they are listed below without definition:

Characteristics of the Group

1. Disengagement
2. Hindrance
3. Esprit
4. Intimacy

Behavior of the Leader

5. Aloofness
6. Production Emphasis
7. Thrust
8. Consideration

	Rarely occurs	Sometimes occurs	Often occurs	Very frequently occurs
Teachers socialize together in small select groups.				
The Principal sets an example by working hard himself.				
The Principal goes out of his way to help teachers.				

Figure 0.1. Sample items from the Organizational Climate Description Questionaire. From Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), pp.122-24.

By factor-analytic methods and computer procedures the authors were able to identify six Organizational Climates, and they then found that these could be ranked on a continuum defined on one end as Open, at the other as Closed.[1] In naming the ends of the continuum in this way the authors were influenced by Rokeach's concepts. These will be explained in the appropriate section to follow.

Halpin and Croft had no illusions about the limitations of factor analysis. They knew full well that one can never get out of a matrix anything that one has not put into it. Butthey also know that if one could judiciously combine factorial methods with an appropriate theoretical understanding of the domain under inquiry, it could increase the likelihood of achieving fresh insights. Certainly this strategy is preferable to committing oneself to an a priori set of dimensions, whose sole virtue resides in little more than the fact that the names by which they are known have become commonplace in the folklore of administration.

Similar research that has been done in industry has over and over again pointed to one blunt conclusion: Whatever "morale" may be--and there certainly are many questions in the literature about what it may be--it clearly is not uni-dimensional in structure. For this reason the authors knew they could not hope to map the phenomena with which they were dealing in terms of a single dimension of "morale"; such an over-simplification would distort "reality". A global rating of morale is restricted, too, in another serious way: the description of the way the

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[1] Milton Rokeach, The Open and the Closed Mind, (New York: Basic Books, 1961).

group behaves and an evaluation of that behavior are confounded. Accordingly, they set for themselves an objective more limited than evaluation: merely the description of a school's Organizational Climate.

It being not possible to simultaneously treat all of the factors which could be conceived as defining the Climate of a school, Halpin and Croft chose to limit the scope of the OCDQ primarily in terms of teacher-principal relationships.

Accordingly, and it is worth repeating, while not denying the importance of other components, this Hawaii survey dealt with only two components, Organizational Climate, and Teacher Rigidity or Flexibility.

In gathering material for the OCDQ items, the authors were struck forcibly by one point: that an essential determinant of a school's "effectiveness" as an organization was the principal's ability--or his lack of ability--to create a "climate" in which he, and other group members, can initiate and consummate acts of leadership. One of the guiding assumptions was that a "desirable" Organizational Climate was one in which it is possible for leadership acts to emerge easily, from whatever source. If an organization were to accomplish its tasks, leadership acts must be initiated. However, it should be noted that no assumption was made that leadership acts need be confined exclusively to the designated leader, himself. Such acts can be initiated either by the leader or by members of the faculty. If the leader failed to provide sufficient leadership acts as defined by Hamphill[1]--and leadership acts of sufficient "quality", in that they are "accepted" and that they also

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[1]John K. Hamphill, "Administration as Problem-Solving," in Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958).

lead to increased group "effectiveness"--then members of the group will seek to offer the "leadership" required to make the group "effective." In this view they have been supported by the central finding that pervades all research on leadership and group behavior: an "effective" group must provide satisfaction to group members in two major respects; it must give a sense of task-accomplishment, and it must provide members with the social satisfaction that comes from being part of a group. This is simply a paraphrase of Chester Barnard's insistence that a group be both "effective" and "efficient".[1] Many of our readers will note here the application of this concept to a company and its manager.

In any analysis of the eight subtest scores of the OCDQ by means of iterative cluster analysis and factor analysis, one may conclude that the three factors of social interaction in a school organization (Social Needs, Social Control, and Esprit) were indeed, similar to the factors delineated by Schutz[2] in the FIRO tests, (Affection, Control and Inclusion) and described as basic factors in all social interaction. It therefore appeared that the specific findings noted in the school situation can probably be generalized to other organizations as well.

By administering the Dogmatism Scale, Form E or the Belief Systems Inventory, the title used in this study, it is possible that the Belief Systems Inventory will add another dimension to the OCDQ

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[1] Chester I. Barnard, The Functions of the Executive, (Cambridge: Harvard University Press, 1938).

[2] William C. Schutz, FIRO: A Three Dimensional Theory of Interpersonal Behavior, (New York: Rinehart, 1958).

results which identifies the organizational climates in a particular school in terms of the faculty members' perceptions of other teachers' behaviors and the principal's behaviors.

The primary purpose of this scale is to measure individual differences in openness or closedness of belief systems.[1] Rokeach offered two lengthy definitions of the "open" and "closed" mind. Definition I was a working definition that described various characteristics of the "open" and "closed" mind. Definition II was a more fundamental one that tried to tie together the various characteristics mentioned in Definition I.[2] Because of the way Rokeach defined "open" and "closed", the scale served to measure general authoritarianism and general intolerance. Rokeach's procedure in constructing the Dogmatism Scale was essentially deductive. He scrutinized the various defined characteristics of "open" and "closed" systems. He then tried to construct statements designed to tap these characteristics.

A major point of departure for Rokeach's research from 1951-1954, was the writings of Fromm (1941) and Maslow (1943) on the authoritarian character structure and, most particularly, the widely known investigation of the "authoritarian personality" by Adorno, Frenkel-Brunswik, Levinson, and Sandord (1950). This research began in 1943 at a time when the problem of anti-Semitism, particularly as it occurred in Nazi Germany, was over-riding concern to both social scientist and layment.

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[1]Milton Rokeach, The Open and Closed Mind, (New York: Basic Books Inc., 1960), p. 71.

[2]Ibid., p. 70.

It began as a research on anti-Semitism; the researchers analyzed the ideological content of anti-Semitism, devised quantitative methods for measuring it (Levinson and Sanford, 1944), and studied the personality characteristics associated with it (Frenkel-Brunswik and Sanford, 1945).

Rokeach's Dogmatism Scale went through five editions. A total of 89 items were tried out in the initial scale and in four successive revisions. The aim of these revisions was to take advantage of continuing refinements in his theoretical formulations, and to increase reliability. Form D contains 66 items; the final Form E, which this study used as the "Belief Systems Inventory", contains the most reliable items taken from the Form D.

The statement items on the "Belief Systems Inventory" were given three dimensions by Rokeach: (1) the "Belief-Disbelief Dimension, (2) the "Central-Peripheral Dimension", and (3) the "Time-Perspective Dimension." These will be defined with more clarity under "Definition of Terms" in this paper.

Each of the 40 item statements are marked by the participants according to how much they agree or disagree with the statement. The response choices are clarified in the Dogmatism Scale instructions:

> Write +1,+2,+3, or -1,-2,-3, depending on how you feel in each case.[1]
>
> | | | | |
> |---|---|---|---|
> | +1: | I agree a little | -1: | I disagree a little |
> | +2: | I agree on the whole | -2: | I disagree on the whole |
> | +3: | I agree very much | -3: | I disagree very much |

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[1] Milton Rokeach, The Open and Closed Mind, (New York: Basic Books Inc., 1960), p. 73.

These are sample items within the "Belief-Disbelief Dimension" which are items statements accentuating the differences between the belief and the disbelief systems:

1. The United States and Russia have just about nothing in common.
2. Communism and Catholicism have nothing in common.
3. The principles I have come to believe in are quite different from those believed in by most people.[1]

Rokeach's assumption was that if a person strongly agreed with such statements it would indicate that he possessed one extreme of the particular characteristic being tapped, and if he strongly disagreed, that he possessed the opposite extreme. In sofar as possible, he looked for statements that expressed ideas familiar to the average person in his everyday life. Some of the statements appeared in the Dogmatism Scale were inspired by spontaneous remarks he overheard being made by persons he thought intuitively to be closed-minded. Above all, each statement in the scale had to be designed to transcend specific ideological positions in order to penetrate to the formal and structural characteristics of all positions. Persons adhering dogmatically to such diverse viewpoints as capitalism and communism, Catholicism and anti-Catholicism, should all score together at one end of the continuum, and should all score in a direction opposite to others having equally diverse yet undogmatic viewpoints. Thus, it was hoped that the Dogmatism Scale would be employed as a research tool not only in the Western countries but also in the Soviet Union and in other Eastern countries.

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[1]Ibid., p. 73-74.

Statement of the Problem

The problem undertaken by this study was to determine what, if any, apparent relationships existed between (1) the organizational climates of selected schools, measured by the Organizational Climate Description Questionaire, and (2) the scores of individual teachers on Form E of the Rokeach's Dogmatism Scale by schools.

Analysis of the Problem

It was proposed that the study be conducted in eight Hawaii State Elementary public schools within one district-complex which theoretically supposed that these schools have a commonality in environmental, socio-economic, and operational factors. Due to the state-wide centralization, individual schools have the following operational factors in common: (1) equal allocation of funds; (2) coordination of personnel assignment from a central office; (3) a set teacher-pupil ratio; (4) state-wide salary schedule for personnel; (5) on-going teacher and administrator training programs, and; (6) other such policies that governed the operations of the individual school on an equal basis. These factors, just mentioned, should contribute to a similiarity in organizational climates between the eight schools.

The proposed sample of eight schools ranged in total student population from 1,280 students for the largest school to 452 students for the smallest school. The total number of teachers ranged from 56 teachers to 25 teachers, respectively. The average estimated teacher-pupil ratio was 1:24-26. Seven of the eight schools had a principal and a vice principal to execute administrative tasks. All of the schools had grades kindergarten through sixth.

The community in which these eight schools were located was characterized as an "affluent" community. Families had a median income of approximately $8,000, according to the 1966 estimates. In the same year, the population was estimated at 52,455.

The community is further characterized by residents who were categorized into the professional, semi-professional, managerial, skilled and service occupations for the most part. The median educational attainment was 12.4 years. As might be expected, parents in the community seem to have had an abiding interest in education, and a high aspiration for their children. As a result, the community organizations, religions, service groups, and athletic leagues were active in support of youth activities.

Despite the commonality of operational, socio-economic, and environmental factors shared by the eight schools, there had been observed differences of organizational climates within these schools. The OCDQ should be instrumental in determining the individual perceived differences between the organizational climates of these schools. For an added dimension to the study, the "Belief Systems Inventory" should establish relationships - open to closed mindedness of faculty members within the identified individual schools along the continuum from open to closed organizational climates.

Delimitation of the Study.

The scope of the study was limited by the following factors

First, it was limited to those perceptions and beliefs which were held by the teachers of a selected number of elementary schools in the State of Hawaii at a given time.

Second, the study was limited to paper and pencil responses of the participants. Recognizing the fact that the responses were generally stated opinions and stated beliefs of a specific group, conclusions drawn from it must be treated accordingly.

Purpose of the Investigation

It was the purpose of this study to determine, by accepted research procedures, teacher flexibility or rigidity within identified "organizational climates" of a selected number of elementary schools within the Hawaii State Public School System. This study should provide a firm basis for further research; feedback for teachers and administrators for the purpose of developing a desired organizational climate, and, feedback upon which effective administrative practices would be based.

Procedures for the Investigation

The Research Proposal was submitted to and approved by the following: (1) Dr. Robert Dunwell, Graduate Advisor, in Educational Administration (February 20, 1971) (2) Dr. Charles Arai, Statistical Research, Hawaii State Department of Education (February 23, 1971); (3) Dr. Albert Miyasato, Windward District Superintendent (February 25, 1971); and (4) the eight elementary school principals (March 5, 1971).

Collection of Data. The OCDQ and the Belief Systems Inventory were administered to the teachers at the eight elementary schools. (March 10, 11, 17, and 24, 1971).

Treatment of Data. The OCDQ's received from the respondents were hand-scored on a point system from 6 to 9 points, with 6 points for an item marked "Rarely Occurs", and increasing 9 points for "Very Frequently

Occurs." Items 4, 8, 25, 54, and 64 were scored inversely. The raw score for each subtest was obtained for each respondent on all items within the subtest by summing the scores, dividing by the number of items, and rounding off this quotient to a two-digit number. The raw subtest scores for the school were obtained by summing the scores on each subtest and dividing by the number of respondents. (See Table 1.1)

The next step was to standardize the raw scores for each subtest by finding the sample mean (See Table 1.0) and the standard deviation for all the respondents. The sample mean was found by summing the raw scores for all the respondents, subtest by subtest, and dividing by the number of respondents, subtest by subtest, and dividing by the number of respondents. (N = 260). The appropriate mean and standard deviation was entered in the following standardization formula and solving for Ts: (See Table 2.0)

Standardization formula:

$$Ts = 50 + \frac{10}{\sigma}(X - X)$$

Ts = standard score X = Subtest Raw Score

σ = sample standard deviation X = Sample Mean

This, then, completed the standardization procedures for securing the school profile-score.

The next step in this procedure was to compare the school-profile obtained as above, in turn, with each of the six prototypic Climate profiles given in the basic study and deriving a profile similarity score. This was accomplished by computing the absolute difference between the scores on each subtest and totaling these differences in respect to each of the six prototypic profiles. (See Table 2.0).

The final step was to compare the school profile-scores and prototypic profile-scores graphically. (See Figures 1.0 to 8.0).

The raw scores for the Belief Systems Inventory were obtained by

TABLE 1.0

Computed sample mean ($\bar{X}$) for each of the eight subtests on the OCDQ.

SUBTESTS		D	H	E	I	A	PE	T	C
SAMPLE MEAN	$(\bar{x})$	6.7	7.2	7.7	7.3	7.0	6.8	7.8	7.3

TABLE 1.1

Computed Mean (X) for individual schools (A, B, C, D, E, F, G, H) for each of the eight subtests on the OCDQ.

SCHOOL CODE	SUBTESTS							
	D	H	E	I	A	PE	T	C
A	6.9	7.0	8.1	7.6	6.8	6.9	8.0	7.0
B	6.5	7.0	7.9	7.4	7.2	6.8	8.2	7.6
C	6.9	7.3	7.7	7.5	7.0	6.8	7.9	7.3
D	6.9	7.4	7.5	7.2	7.1	6.7	7.6	7.3
E	6.6	7.3	7.4	7.2	7.1	6.7	7.4	6.9
F	6.5	7.5	7.6	7.4	6.5	6.8	7.9	7.6
G	6.4	6.9	8.0	7.6	7.0	6.7	8.3	7.5
H	7.0	7.5	7.4	7.2	7.0	7.8	7.2	7.2

D = Disengagement
H = Hindrance
E = Esprit
I = Intimacy
A = Aloofness
PE = Production
T = Thrust
C = Consideration.

TABLE 2.0

Computed standard scores (Ts) for individual schools (A, B, C, D, E, F, G, H,) for each of the eight subtests in the OCDQ.

SCHOOL CODE	SUBTESTS							
	D	H	E	I	A	PE	T	C
A	55	46	58	58	43	53	53	60
B	45	46	54	53	57	50	56	55
C	55	52	46	47	53	47	47	50
D	55	54	46	48	53	48	47	67
E	47	52	44	47	53	47	42	67
F	45	46	48	53	37	47	48	45
G	42	44	56	50	57	45	54	43
H	58	44	44	47	50	73	42	38

D = Disengagement E = Esprit A = Aloofness T = Thrust
H = Hindrance I = Intimacy PE = Production Emphasis C = Consideration

summing the numerical responses for the forty items on each response sheet. The respondents indicated disagreement or agreement with each item on a scale ranging from -3 to +3, with 0 point excluded in order to force responses toward disagreement or agreement. This scale was subsequently converted, for scoring purposes, to a 1 to 7 scale by adding a constant of 4 to each item score. The total score is the sum of scores obtained on all items in the test.

The final step was to plot the number of respondents' scores within a 10 point range on a total range of possible scores from 40 to 280. (See Figures 1.1 to 8.1)

Data were analyzed and summarized in graph forms for the results of the OCDQ and the Belief Systems Inventory respectively, for each individual school.

Conclusions and Recommendations were then drawn from the summarized data.

Definition of Terms

In the above section, when discussing the strategy in constructing the OCDQ and the development of the questionaire into 64 items, it was stated that these items were classified into four behavioral factors in relation to the Teacher and four in relation to the Principal; these eight subtests of the OCDQ were defined as follows:

TEACHERS' BEHAVIOR

1. DISENGAGEMENT referred to the teachers' tendency to be "Not with it." This dimension described a group which was "going through the motions," a group that was "not in gear" with respect to the task at hand. It corresponded to the more general concept of anomie as first described by Durkheim.[1] In short, this subtest focused upon the teacher's behavior in a task-oriented situation.
2. HINDRANCE referred to the teachers' feeling that the principal burdened them with routine duties, committee demands, and other requirements which the teachers construed as unnecessary busy-work. The teachers perceived that the principal was hindering rather than facilitating their work.
3. ESPRIT referred to "morale". The teachers felt that their social needs were being satisfied, and that they were, at the same time, enjoying a sense of accomplishment in their job.

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[1]Emile Durkheim, Le Suicide (Paris: Librarie Felix Alcan, L930) p. 277.

4. INTIMACY refered to the teachers' enjoyment of friendly social relations with each other. This dimension described a social-needs satisfaction which was not necessarily associated with task-accomplishment.

PRINCIPAL'S BEHAVIOR

5. ALOOFNESS referred to behavior by the principal which was characterized as formal and impersonal. He "goes by the book" and prefered to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, was universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he kept himself--at least, "emotionally"--at a distance from his staff.

6. PRODUCTION EMPHASIS referred to behavior by the principal which was characterized by close supervision of the staff. He was highly directive, and played the role of a "straw boss." His communication tends to go in only one direction, and he was not sensitive to feedback from the staff.

7. THRUST refered to behavior by the principal which was characterized by his evident effort in trying to "move the organization." "Thrust" behavior was not harked by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally set. Apparently, because he did not ask the teachers to give of themselves, any more than he willingly gave of himself; his behavior, though starkly task-oriented, was nonetheless viewed favorably by the teachers.

8. CONSIDERATION referred to behavior by the principal which was characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

The authors of the basic work were able to identify six major "Climates" in the following four step process:

Step 1. They constructed school-profiles based upon the raw scores on the eight subtests of the OCDQ, and then coverted these raw scores into standardized scores which were standardized in two ways: Normatively and ipsatively.

Step 2. They factor-analyzed the 71 school-profiles, extracted three profile factors, found six major patterns of factor leadings among the profiles, and then categorized each school-profile in respect to one of these six sets (i.e., patterns).

Step 3. For each of the six sets of school-profiles they computed the mean-profile for those profiles within the set which were distinguished by a high loading on only one of the three profile-factors. They designated these six profiles as prototypic profiles and have defined the six Organizational Climate in terms of these six prototypes.

Step 4. Halpin and Croft finally ranked these six Organizational Climates in respect to Openness versus Closedness and then used the content of the subtest items (and, of course, the prototypic scores for each of the eight subtests) to describe, for each climate, the bahavior which characterized the principal and the teachers.

These six Organizational Climates may be described as follows:

The Open Climate

The Open Climate depicted a situation in which the members enjoyed extremely high Esprit. The teachers worked well together without bickering and griping (low Disengagement). They were not burdened by mountains of busy work or by routine reports; the principal's policies facilitated the teachers' accomplishment of their tasks (low Hindrance). On the whole, the group members enjoyed friendly relations with each other, but they apparently felt no need for an extremely high degree of Intimacy. The teachers obtained considerable job satisfaction, and were sufficiently motivated to overcome difficulties and frustrations. They possessed the incentive to work things out and to keep the organization "moving."

The behavior of the principal represented an appropriate integration between his own personality and the role he was required to play as principal. In this respect his behavior was viewed as "genuine." The term "genuine" was used here in much the same way as Argyris used the concept of "Authenticity." Argyris had stated, Authentic relationships were therefore, those relationships in which an individual enhanced his sense of self-and-other-awareness and acceptance in such a way that others can do the same.[1] Not only did he set an example by working hard himself (high Thrust) but depending upon the situation, he either criticized the actions of teachers or, on the other hand, went out of his way to help a teacher (high Consideration). He possessed the

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[1]Chris Argyris, Interpersonal Competence and Organizational Effectiveness, (Homewood, Illinois: The Dorsey Press, Inc., 1962), p. 21.

personal flexibility to be "genuine" whether he was required to control and direct the activities of others or was required to show compassion in satisfying the social needs of individual teachers. He had integrity in that he was "all of a piece" and therefore functioned well in either situation. He was not aloof, nor were the rules and procedures which he set up flexible and impersonal. Nonetheless, rules and regulations are adhered to, and through them he provided subtle direction and control for the teachers. He did not have to emphasize production; nor did he need to monitor the teachers' activities closely, because the teachers did indeed, produce easily and freely. Nor did he do all the work himself; he had the ability to let appropriate leadership acts emerge from the teachers (low Production Emphasis). Withal, he was in full control of the situation and he clearly provided leadership for the staff.

The Autonomous Climate

The distinguishing feature of this Organizational Climate was the almost complete freedom that the principal gave to teachers to provide their own structures-for-interaction as well as to find ways within the group for satisfying their social needs. As one might surmise, the scores leaned slightly more toward social-needs satisfaction than toward task achievement (relatively high scores on Esprit and Intimacy).

When the teachers were together in a task-oriented situation they were "engaged"; they achieved their goals easily and quickly (low Disengagement). There were few minority pressure groups, but whatever stratification did exist among the group members did not prevent the group as a whole from working well together. The essential point was that the teachers did work well together and did accomplish the tasks of the organization.

The teachers were not "hindered" by administrative paper work, and they did not gripe about the reports that they were required to submit. The principal set up procedures and regulations to facilitate the teachers' task. A teacher did not have to run to the principal every time he needed supplies, books, projectors, etc.; adequate controls had been established to relieve the principal as well as the teachers of these details (low Hindrance). The morale of the teachers was high, but not as high as in the Open Climate. The high morale stemmed largely from the social-needs satisfaction which the teachers received. Esprit was higher if greater task accomplishment also occurred within the organization.

The principal remained aloof from the teachers, for he ran the organization in a businesslike and a rather impersonal manner (high Aloofness). His leadership style favored the establishment of procedures and regulations which provide guidelines that the teachers followed; he did not personally check to see that things were getting done. He did not force people to produce, nor did he say that "we should work harder". Instead he appeared satisfied to let the teachers work at their own speed; he monitored their activities very little (low Production Emphasis). On the whole, he was considerate and he attempted to satisfy the social needs of the teachers as well as most principals did (average Consideration).

The principal provided Thrust for the organization by seeking an example and by working hard himself. He had the personal flexibility both to maintain control and to look out for the personal welfare of the teachers. He was genuine and flexible, but his range of administrative behavior, as compared to that of the principal in the Open Climate, was somewhat restricted.

The Controlled Climate

This was marked, above everything else, by a press for achievement at the expense of social-needs satisfaction. Everyone worked and there was little time for friendly relations with others or for deviation from established controls and directives. This climate was over-weighted toward task-achievement and away from social-needs satisfaction. Nonetheless, since morale was high (Esprit), this climate can be classified as more "Opened" than "Closed".

The teachers were completely "engaged" in the task. They did not bicker, gripe or differ with the principal's directives. They were there to get the job done, and they expected to be told personally just how to do it (low Disengagement). There was an excessive amount of paper work, routine reports, busy work, and general Hindrance which got in the way of the teachers' task accomplishment. Few procedures had been set up to facilitate their work; in fact, paper work seemed to be used to keep them busy (high Hindrance). Accordingly, teachers had little time to establish very friendly relations with each other. In fact, social isolation was common; there were few genuinely warm relations among the teachers. Esprit, however, was slightly above average. The inference was that the job satisfaction found in this climate resulted primarily from task-accomplishment, not from social-needs satisfaction.

The principal was described as dominating and directive; he allowed little flexibility within the organization and he insisted that everything be done"his way" (high Production Emphasis). He was somewhat aloof; he preferred to publish directives, to indicate how each procedure was to be followed. These directives, or course, were impersonal and were used to standardize the way in which teachers accomplished

certain tasks. Essentially, the principal said "My way of doing it is best and to hell with the way people feel". Means and ends had already been determined; the principal becomes dogmatic when members of the group did not conform to the outline he had delineated. He cared little about how people "felt"; the important thing was to get the job done, and in his way. Accordingly, he did not seek to satisfy the group's social needs (low Consideration). Nevertheless, he was trying to "move" the organization by working hard (average Thrust) and he personally saw to it that things go "right". He delegated few responsibilities; leadership acts emanated chiefly from himself, rather than from the group. (Surprisingly, it seemed that many school faculties actually responded to this type of militant behavior, and apparently did obtain considerable job satisfaction within this type of climate).

The Familiar Climate

The main feature of this climate was the conspicuously friendly manner of both the principal and the teachers. Social-needs satisfaction was extremely high, while contrariwise, little was done to control or direct the group's activities toward goal achievement.

The teachers were disengaged and accomplished little in a task-oriented situation, primarily because the principal exerted little control in directing their activities. Also there were too many people trying to tell others how things should have been done (high Disengagement). The principal did not burden the teachers with routine reports; in fact, he made it as easy as possible for them to work. Procedural helps were available (low Hindrance). The teachers had established personal friendships among themselves, and socially, at least, everyone was part of a

Big happy family[1] (high Intimacy). "Morale," or job satisfaction was average, but it stems primarily from social-needs satisfaction. In short, the Esprit that was found in this climate was one-sided in that it stemmed almost entirely from social-needs satisfaction.

The behavioral theme of the principal was essentially, "let's all be a nice happy family"; he evidently was reluctant to be anything other than considerate, lest he may have in his estimation, injure the "happy family" feeling (high Consideration). He wanted everybody to know that he, too, was one of the group, that he was in no way different from anybody else. Yet his abdication of social control was accompanied, ironically enough, by high Disengagement on the part of the group.

The principal was not aloof and was not impersonal and official in his manner. Few rules and regulations were established as guides to suggest to the teachers how things "should be done" (low Aloofness). The principal did not emphasize production; nor did he do much personally to insure that the teachers were performing their tasks correctly. No one worked to full capacity, yet no one was ever "wrong"; nor were the actions of members--at least in respect to task-accomplishmeent--criticized (low Production Emphasis). In short, little was done either by direct or by indirect means to evaluate or direct the activities of the teachers. However, teachers did attribute Thrust to the principal. But in this context, this probably meant that they regarded him as a "good guy" who was interested in their welfare and who "looked out for them".

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[1]As a speculation, it is believed that this is what happens to an "Autonomous" Climate when the principal fails to exert sufficient control and as the teachers become too friendly.

The Paternal Climate

The Paternal Climate was characterized by the "ineffective" attempts of the principal to control the teachers as well as to satisfy their social needs. It appeared, his behavior was "non-genuine" and was perceived by the teachers as non-motivating. This climate was, of course, a Closed one.

The teachers did not work well together; they were split into factions, group maintenance had not been established because of the principal's inability to control the activities of the teachers (high Disengagement). Few Hindrances burdened the teachers in the form of routine reports, administrative duties and committee requirements, mainly because the principal did a great deal of this busy work himself (low Hindrance). The teachers did not enjoy friendly relationships with each other (low Intimacy). Essentially, the teachers had given up trying; they let the principal take care of things as best as he could. Obviously, low Esprit resulted when the teachers obtained inadequate satisfaction in respect to both task-accomplishment and social-needs.

The principal, on the other hand, was the very opposite of aloofness: he was everywhere at once, scurrying here and there, checking, monitoring and telling people how to do things. In fact, he was so non-aloof that he became instrusive. He must have known everything that was going on. He was always emphasizing all the things that should have been done (Production Emphasis), but somehow nothing did get done. The principal set up schedules, class changes, etc., personally; he did not let the teachers perform any of these activities. His view was that "Daddy knows best."

The school and his duties within it were the principal's main interest in life; he derived only minimal social-needs satisfaction outside his professional role. He was considerate, but his Consideration appeared to be a form of seductive over-soliticousness rather than a genuine concern for the social needs of others. In sense, he used this Consideration behavior to satisfy his own social needs. Although he preserved an average degree of Thrust, as evidenced by his attempts to move the organization, he nonetheless failed to motivate the teachers, primarily because he, as a human being, did not provide an example, or an ideal, which the teachers cared to emulate.

The Closed Climate marked a situation in which the group members obtained little satisfaction in respect to either task-achievement or social needs. In short, the principal was ineffective in directing the activities of the teachers, and at the same time, he did not become inclined to look out for thier personal welfare. This climate was mostly closed and the least "genuine" climate that we had identified.

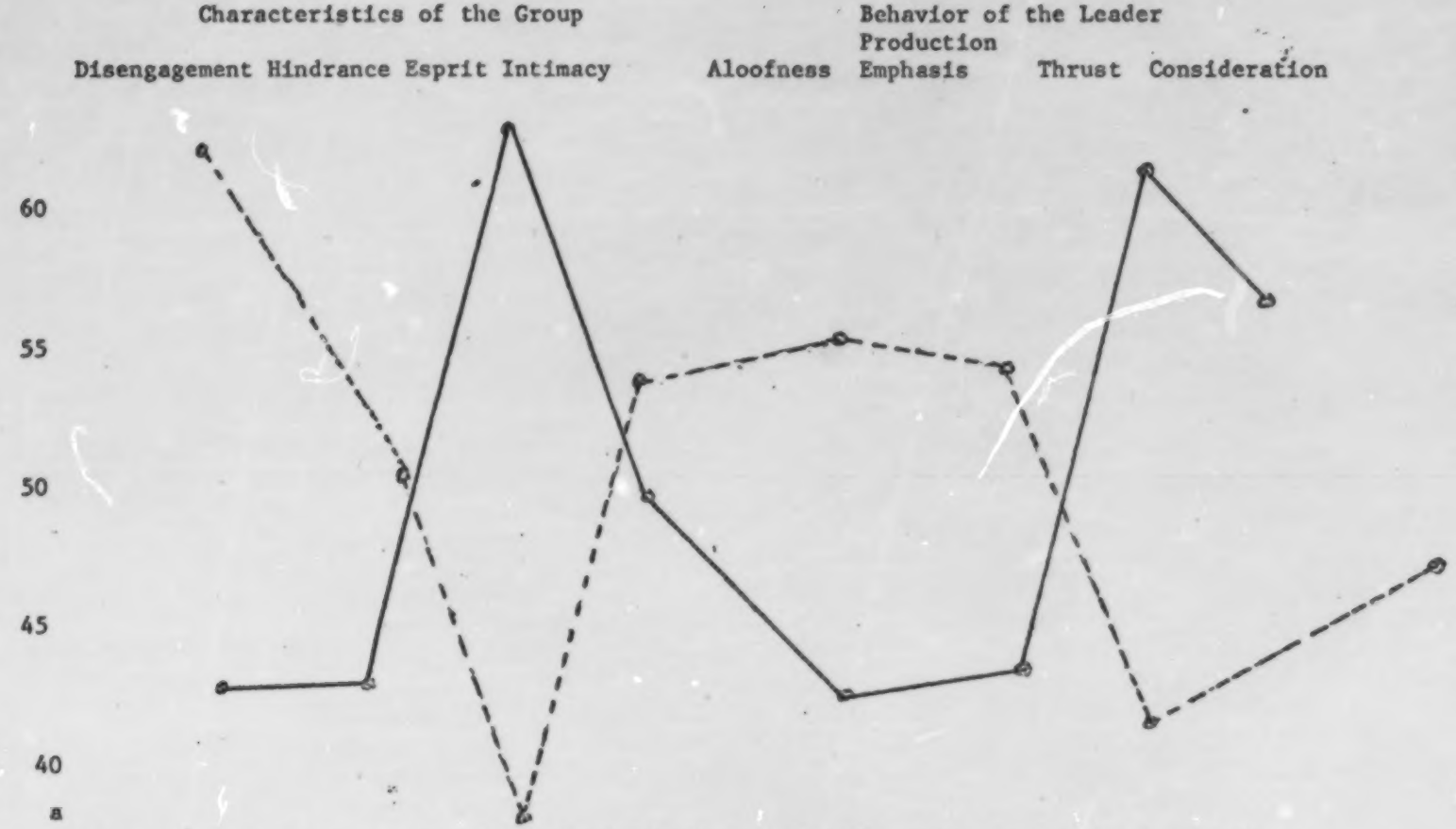
The teachers are disengaged and did not work well together; consequently, group achievement was minimal (high Disengagement). To secure some sense of achievement, the major outlet for the teachers was to complete a variety of reports and to attend to a host of "house-keeping" duties. The principal did not facilitate the task accomplishment of the teachers (high Hindrance). Esprit was at a nadir, reflecting low job satisfaction in respect to both job satisfaction and social-needs satisfaction. The salient bright spot that appeared to keep the teachers in the school was that they did obtain satisfaction from their friendly relations with other teachers (average Intimacy). (It would seem that the turnover rate for teachers in this climate would be very high unless,

of course, the teachers are too old to move readily to another job, or have been "locked into the system" by the attractions of a retirement system, or by tenure).

The principal was highly aloof and impersonal in controlling and directing the activities of the teachers (high Aloofness). He emphasized production and frequently said that "We should work harder." He set up rules and regulations about how things should be done, and these rules were usually arbitrary (high Production Emphasis). But his words were hollow, because he, himself, possessed little Thrust and he did not motivate the teachers by setting a good personal example. Essentially, what he said and what he did were two different things. For this reason, he was not "genuine" in his actions. He was not concerned with the social needs of teachers; in fact, he can be depicted as inconsiderate (low Consideration). His cry of "let's work harder" actually meant, "you work harder." He expected everyone else to take the initiative, yet he did not give them the freedom required to perform whatever leadership acts were necessary. Moreover, he himself, did not provide adequate leadership for the group. For this reason the teachers viewed him as not "genuine"; they regarded him as a "phony." This climate characterized an organization for which the best prescription was radical surgery.

Figure 0.2

COMPARISON OF AN OPEN[a] AND A CLOSED ORGANIZATIONAL CLIMATE ON THE EIGHT SUBTESTS OF THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (FORM IV)[1]



[a] The Open Climate is represented by the Solid line; the Closed Climate by the dotted line

[b] Standard Scores with a mean of 50 and a Standard deviation of lo

[1] Andrew W. Halpin and Donald B. Croft, The Organizational Climate of Schools, July 1962.

Rokeach presented two definitions of what he meant by "Open" and "Closed". Definition I$_X$ was the working definition that described various characteristics of the Open and Closed mind. Below Rokeach's Definition I. is presented in detail below:

Definition I: The Defining Characteristics of Open-Closed Systems

A Belief-Disbelief System is

Open	Closed
A. to the extent that, with respect to its organization along the belief-disbelief continuum,	
1. the magnitude of rejection of disbelief subsystems is relatively low at each point along the continuum;	1. the magnitude of rejection of disbelief subsystems is relatively high at each point along the disbelief continuum;
2. there is communication of parts within and between belief and disbelief systems;	2. there is isolation of parts within and between belief and disbelief systems;
3. there is relatively little discrepancy in the degree of differentiation between belief and disbelief systems;	3. there is relatively great discrepancy in the degree of differentiation between belief and disbelief systems;
4. there is relatively high differentiation within the disbelief system;	4. there is relatively little differentiation within the disbelief system;
B. to the extent that, with respect to the organziation along the central-peripheral dimension,	
1. the specific content of primitive beliefs (central region) is to the effect that the world one lives in, or the situation one is in at a particular moment, is a friendly one;	1. the specific content of primitive beliefs (central region) is to the effect that the world one lives in, or the situation one is in at a particular moment, is a threatening one;

2. the formal content of beliefs about authority and about people who hold to systems of authority (intermediate region) is to the effect that authority is not to be evaluated (if they are to be evaluated at all) according to their agreement or disagreement with such authority;	2. the formal content of beliefs about authority and about people who hold to systems of authority (intermediate region) is to the effect that authority is absolute and that people are to be accepted and rejected according to their agreement or disagreement with such authority;
3. the structure of beliefs and disbeliefs perceived to emanate from authority (peripheral region) is such that its substructures are in relative communication with each other, and finally;	3. the structure of beliefs and disbeliefs perceived to emanate from authority (peripheral region) is such that its substructures are in relative isolation with each other, and finally;

C. to the extent that, with respect to the time-perspective dimension, there is a

1. relatively broad time perspective.	1. relatively narrow, future-oriented time perspective.

Basic Assumptions

1. In spite of the commonalities shared by these eight elementary schools, it was assumed that the OCDQ would identify organizational climates for individual schools along a continuum from Open to Closed Climates.

2. In individual schools that have perceived characteristics toward the "Closed" organizational climate, it was assumed that more faculty members would score higher than those that score low on the Belief Systems Inventory. Furthermore, individual schools that have perceived characteristics toward the "Open" organizational climate more faculty members would score low on the Belief System Inventory than those that score high.

FINDINGS

Analysis of Data

School A

The possible number of participants in the school was thirty-nine and only ten teachers responded to the OCDQ and the Belief Systems Inventory. Therefore, the findings were significant in terms of those ten respondents, and the conclusions should be treated accordingly.

The computation below illustrates how the similarity profile score of the subject school in comparison to the prototypic IV Climate profile was obtained:

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic IV Climate Profile	60	42	50	58	44	37	52	59	
School A Profile	55	46	58	58	43	53	53	60	
Absolute Difference	5	4	8	0	1	16	1	1	= 36

The above similarity score of 36 in respect to the prototypic IV Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and each of the six Organizational Climate profiles.

1 The prototypic IV Climate was highly personal (high Intimacy), but under-controlled. The members of this organization satisfied their social-needs but paid relatively little attention to social control in respect to task accomplishment.

2. Upon further analysis of the standard scores on the eight

subtests of the prototypic IV Climate profile and the subject school profile, it was found that the subject school profile deviated from the prototypic profile significantly on one subtest: Production Emphasis. Production Emphasis received a higher score on the subject school profile than the prototypic profile which might have meant that the principal was very much concerned about increased production. Inspite of the higher Production Emphasis score, the Espirt or "Morale" for the subject school was high.

3. The subject school subtests deviant scores were on Production Emphasis and Esprit were discussed above. The other subtest scores did not deviate significantly from the prototypic I profile scores.(See Table 3.0).

4. Analyzing the obtained scores on the Belief Systems Inventory, it was found that all the ten respondents tended more toward flexibility and were Open-minded, although the number of respondents was not significant in terms of the total school population. (See Figure 1.1)

Figure 1.0 Comparison of School A profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionaire (Form IV). (N 9. , σ =10, Mean = 50)

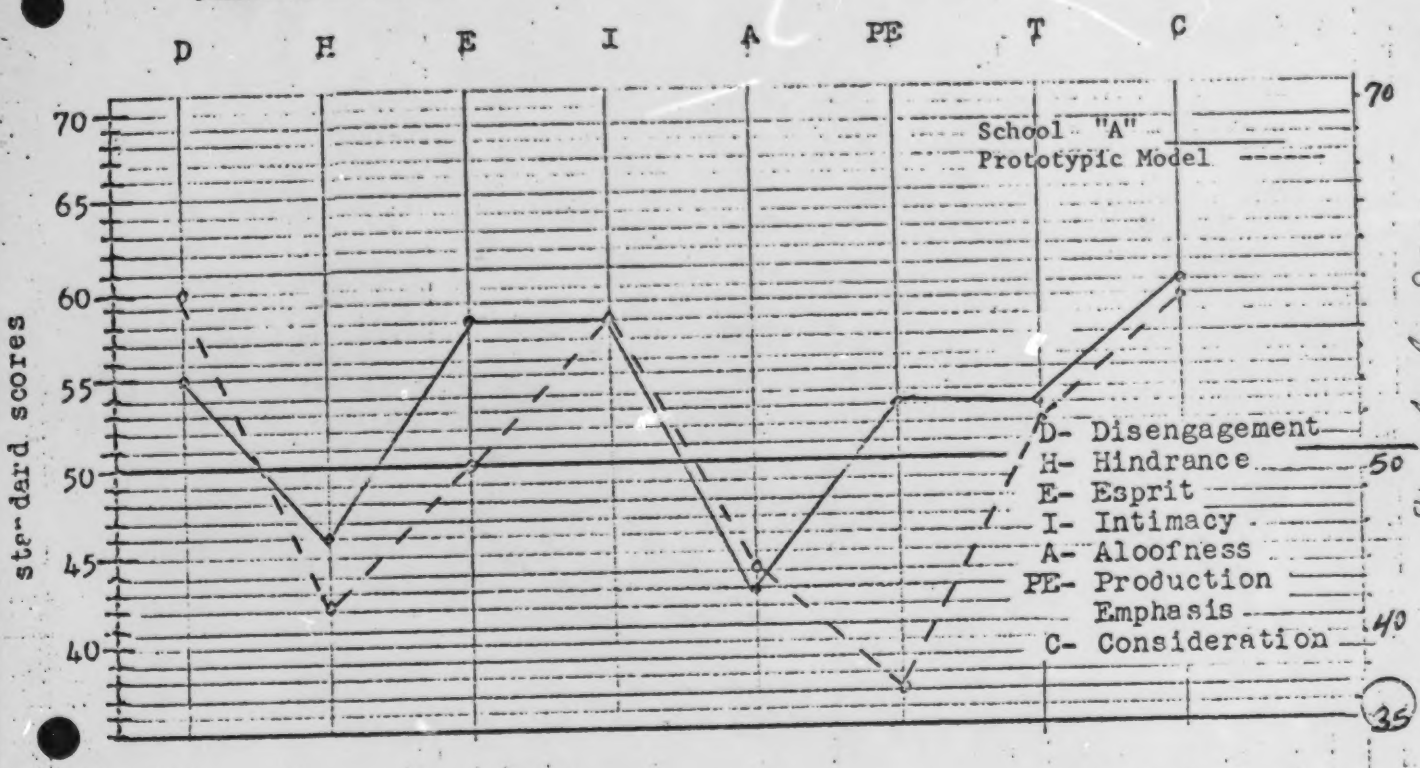
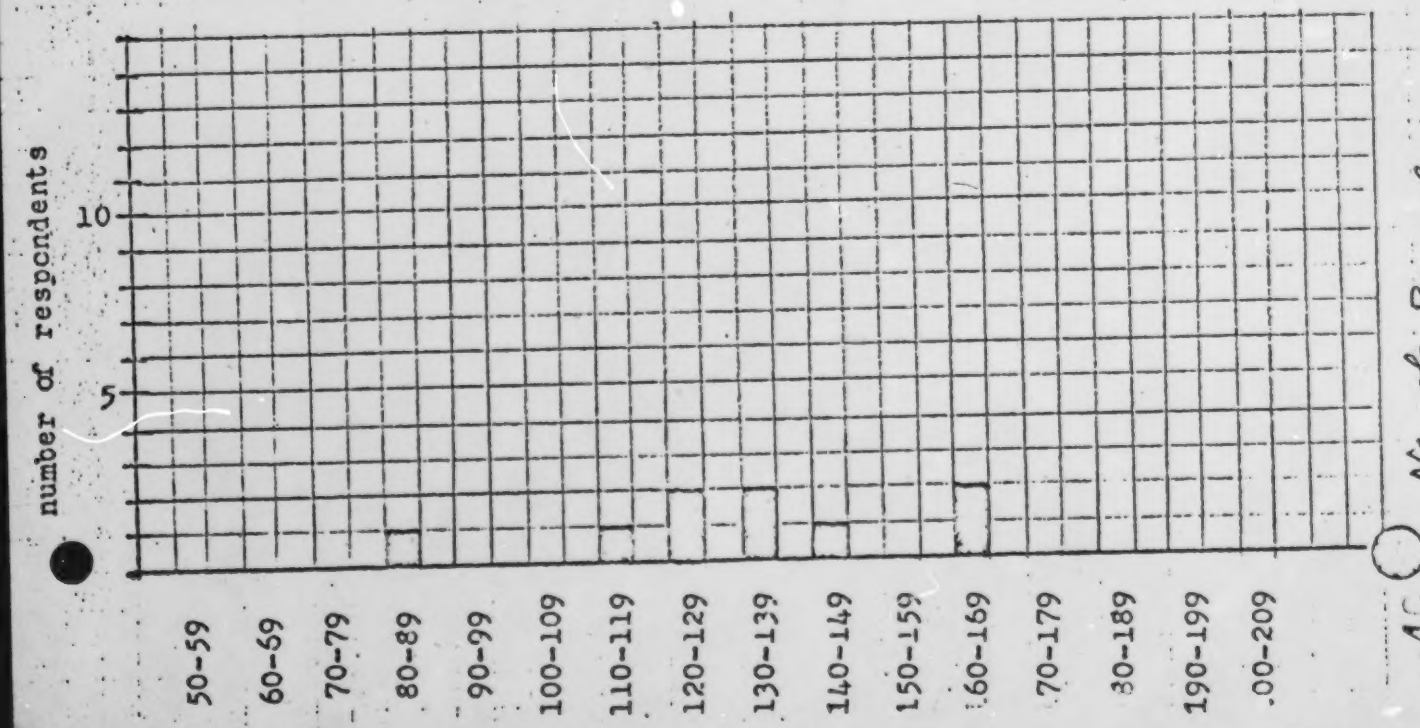


Figure 1.1 Represents the number of respondents (N = 19) scoring within a 10 point range on the Belief Systems Inventory.



School B

The possible number of participants in the school was forty-eight and the number of teachers who responded to the OCDQ and Belief Systems Inventory was forty-five. Therefore, the findings were significant in terms of those forty-five respondents, and the conclusions should be treated accordingly.

The computation below illustrates how the similarity score of the subject school profile in comparison to the prototypic II Climate profile was obtained.

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic II Climate profile	40	41	55	62	61	39	53	50	
School B Profile	45	46	54	53	57	50	56	55	
Absolute Difference	5	5	1	9	4	11	3	5	= 43

The above similarity score of 43 in respect to the prototypic II Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and the six Organizational Climates profiles.

1. The profile for the Open Climate scored high on the subtests of Esprit and Thrust, and low on Disengagement. These scores describe an energetic, lively organization which was moving toward its goals, but which was also providing satisfaction for the individuals' social needs. Leadership acts emerged easily and appropriately as they were required. The group was not preoccupied exclusively with either task-achievement or

social needs satisfaction; satisfaction on both counts seemed to be obtained easily and almost effortlessly.

2. Upon further analysis of the standard scores on the eight subtests of the prototypic II Climate profile and the subject school profile, it was found that the subject school profile deviated from the prototypic profile notably on one subtest: Intimacy. In the subject school, Intimacy scored lower than the prototypic II subtest. It might have meant that on the whole, the group members enjoyed friendly relations with each other, but they apparently felt no need for an extremely high degree of Intimacy. Production Emphasis scored considerably higher than the prototype which might have been a variable affecting a higher degree of Intimacy.

3. In contrast, the subject school and the prototypic II profile scored lower on Esprit because possibly the principal had not defined the structure, or the limits, within which the members felt free to attempt leadership acts. (See table 3.0)

4. Analyzing the obtained scores on the Belief Systems Inventory, it was found that forty teacher-respondents tended more towards flexibility or Open-mindedness, and the remaining five teachers tended towards rigidity or Closed-mindedness. (See Figure 2.1)

Figure 2.0 Comparison of School B profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionaire (Form IV). (N= 45 , σ =10, Mean = 50)

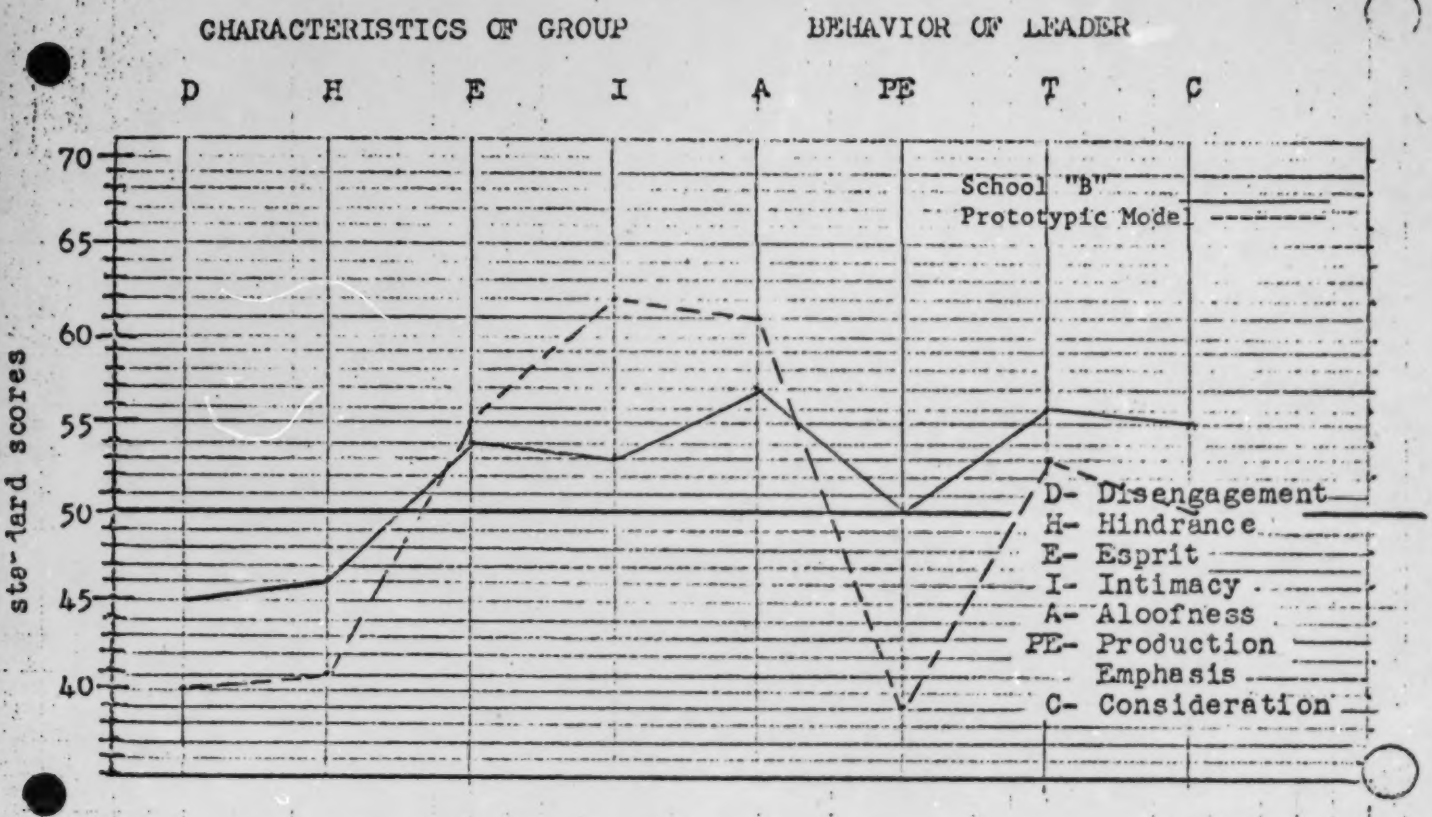
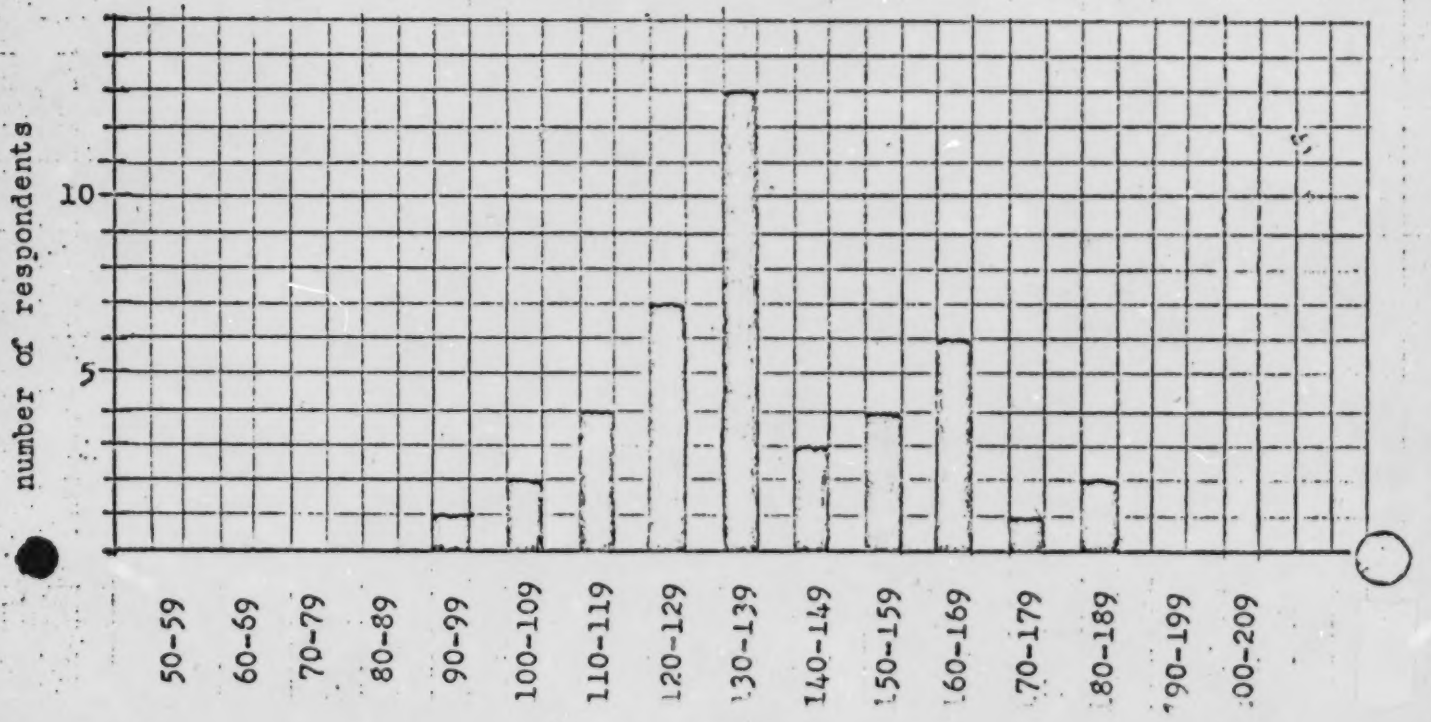


Figure 2.1 Represents the number of respondents (N = 45) scoring within a 10 point range on the Belief Systems Inventory.



School C

The possible number of participants in the school was forty-nine, and the number of teachers who responded to the OCDQ and the Belief Systems Inventory was thirty-nine. Therefore, the findings were significant in terms of those thirty-nine respondents, and the conclusions should be treated accordingly.

The computation below illustrates how the similarity score of the subject school profile in comparison to the prototypic VI Climate profile was obtained:

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic VI Climate Profile	62	53	38	54	55	54	41	44	
School C Profile	55	52	46	47	53	47	47	50	
Absolute Difference	7	1	8	7	2	7	6	6	= 44

This similarity score of forty-four in respect to the IV Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and the six Organizational Climate profiles.

1. The prototypic Climate was marked by low scores on Esprit and Thrust, and by a high score on Disengagement. There seemed to be nothing going on this organization. Although some attempts were being made to move the organization, they were met with apathy; they were not taken seriously by the group members. In short, morale was low, and the organization seemed to be stagnant. (See Table 3.0)

2. Upon further analysis of the standard scores on the eight subtests of the prototupic Climate and the subject school profile, it was found that the school profile deviated from the prototypic Climate profile noticeably on one subtest: Espirt. Esprit in the subject school was higher by eight points as compared to the prototypic subtest standard score. In other words, "Morale" was higher in this subject school as compared to the prototypic model.

3. In contrast, in the subject school Disengagement was lower than the prototypic model which might have meant that the teachers' knowledge of and active participation in activities were limited to their department or grade level. Also, the subject school principal exhibited higher Thrust. (See Figure 3.0)

4. Analyzing the responses on the Belief Systems Inventory, it did not reveal a significant relationship between the identified Climate of the subject school and the scores on the Belief Systems Inventory. Studying the scores on the Belief Systems Inventory, it was found that 11 participants tended towards Open-mindedness and were flexible in their beliefs, as the subject school had a comparatively Closed Climate. (See Figure 3.1)

Figure 3.0 Comparison of School C profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionaire (Form IV). (N 39. , σ =10, Mean = 50)

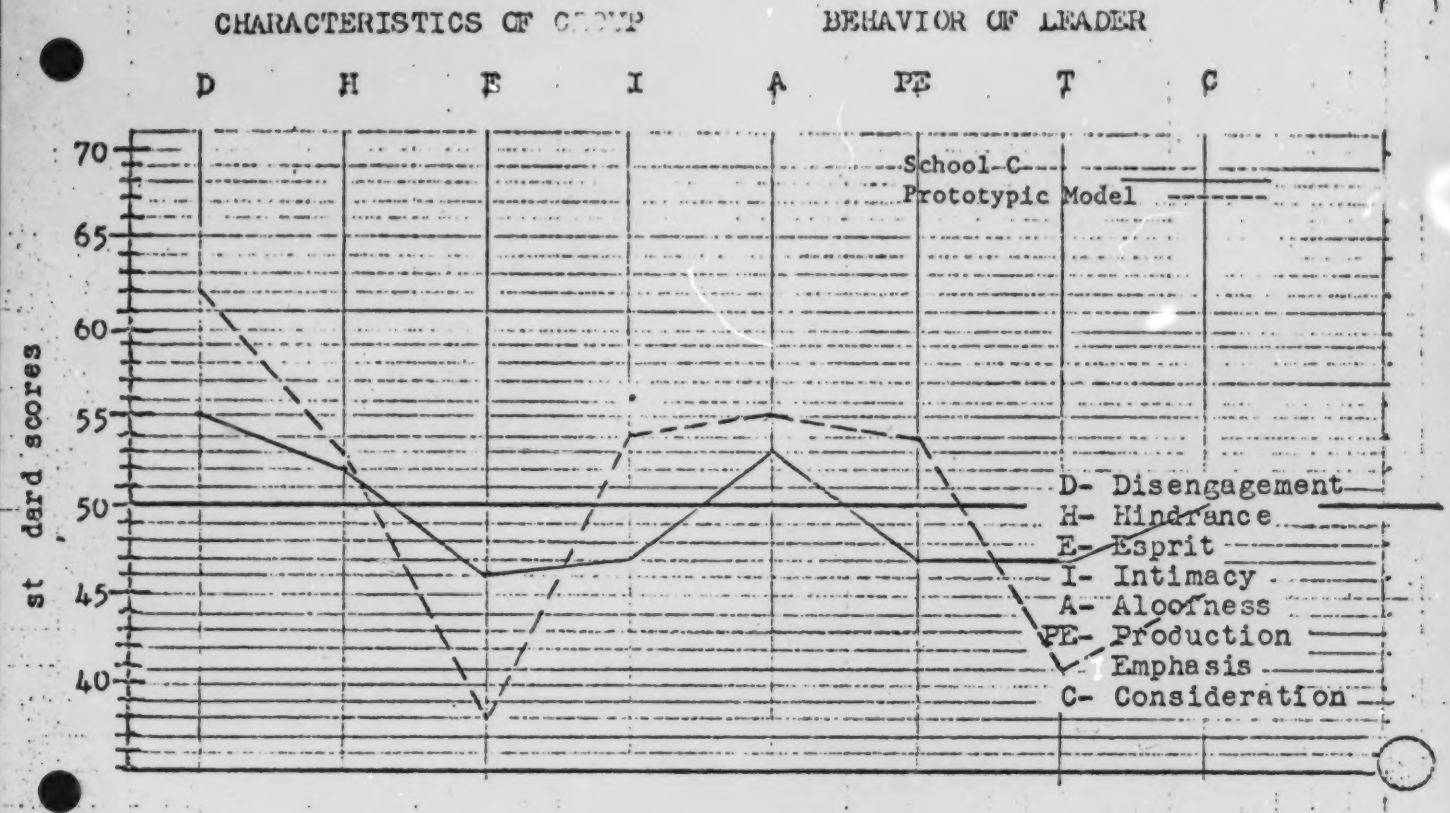
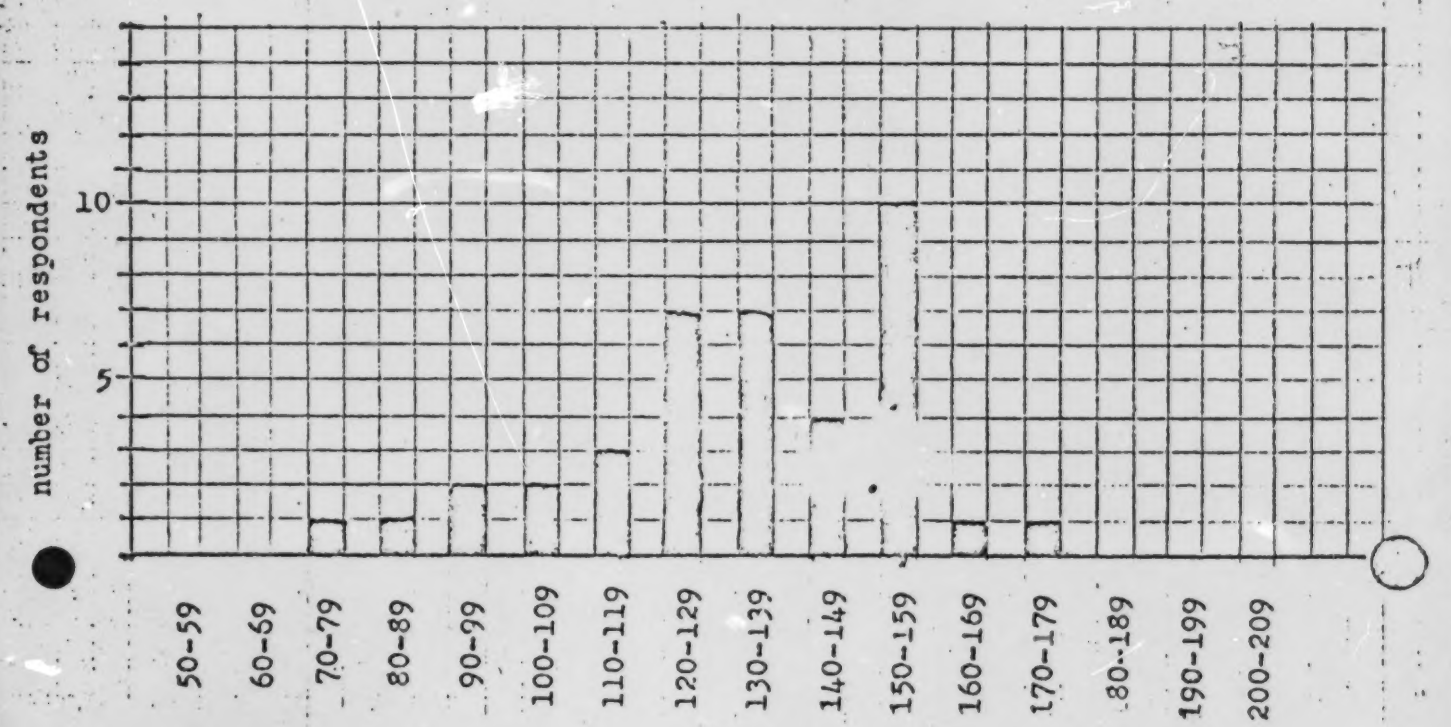


Figure 3.1 Represents the number of respondents (N = 39) scoring within a 10 point range on the Belief Systems Inventory.



School D

The possible number of participants in the school was fifty-five, and the number of teachers who responded to the OCDQ and the Belief Systems Inventory was forty-nine. Therefore, the findings were significant in terms of those forty-nine, and the conclusions should be treated accordingly.

The computation below illustrates how the similarity score of the subject school profile in comparison to the prototypic V Climate profile was obtained:

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic V Climate Profile	65	46	45	46	38	55	51	55	
School D Profile	55	54	46	48	53	48	47	67	
Absolute Difference	10	8	1	2	15	7	4	12	= 59

The above similarity score of 59 in respect to the prototypic V Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and each of the six Organizational Climate profiles.

1. The prototypic Climate was best characterized as one in which the principal constrained the emergence of leadership acts from the group and attempted to initiate most of the acts himself. In this instance the leadership skills within the group were not used to supplement the principal's own ability to initiate leadership acts. Consequently, some required leadership acts are no even attempted. The personal disregard of the leadership potential within the group was accompanied by the low Esprit

that we found in the Paternal Climate. (See Table 3.0)

2. Upon further analysis of the standard scores on the eight subtests of the prototypic Climate and the subject school profile, it was found that the subject school profile deviated from the prototypic Climate profile notably on one subtest: Aloofness. Aloofness in the subject school was average as compared to the prototypic profile which had low Aloofness. The principal in this might be described as somewhat aloof and would have distributed impersonal, mimeographed directives about procedures for teachers to follow in accomplishing tasks (average Aloofness). In spite of the aloofness factor, the principal was perceived by his teachers as being highly considerate which was characterized by a principal's inclination to treat the teachers "humanly". The subject school profile score deviated from the prototypic score by ten points on the Disengagement subtest. The subject school score implied that the teachers were more task-oriented than the prototypic score would imply. (See Figure 4.0)

3. Analyzing the obtained scores on the Belief Systems Inventory, it did not reveal a significant relationship between the identified Climate of the subject school and the scores on the Belief Systems Inventory. It was found that the majority of the respondents, forty-one tended more towards Open-mindedness and were flexible in their beliefs, and the remaining number, eight tended towards closed-mindedness and were rigid in their beliefs. (See Figure 4.1)

Figure 4.0 Comparison of School D profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionaire (Form IV). (N=49 , σ =10, Mean = 50)

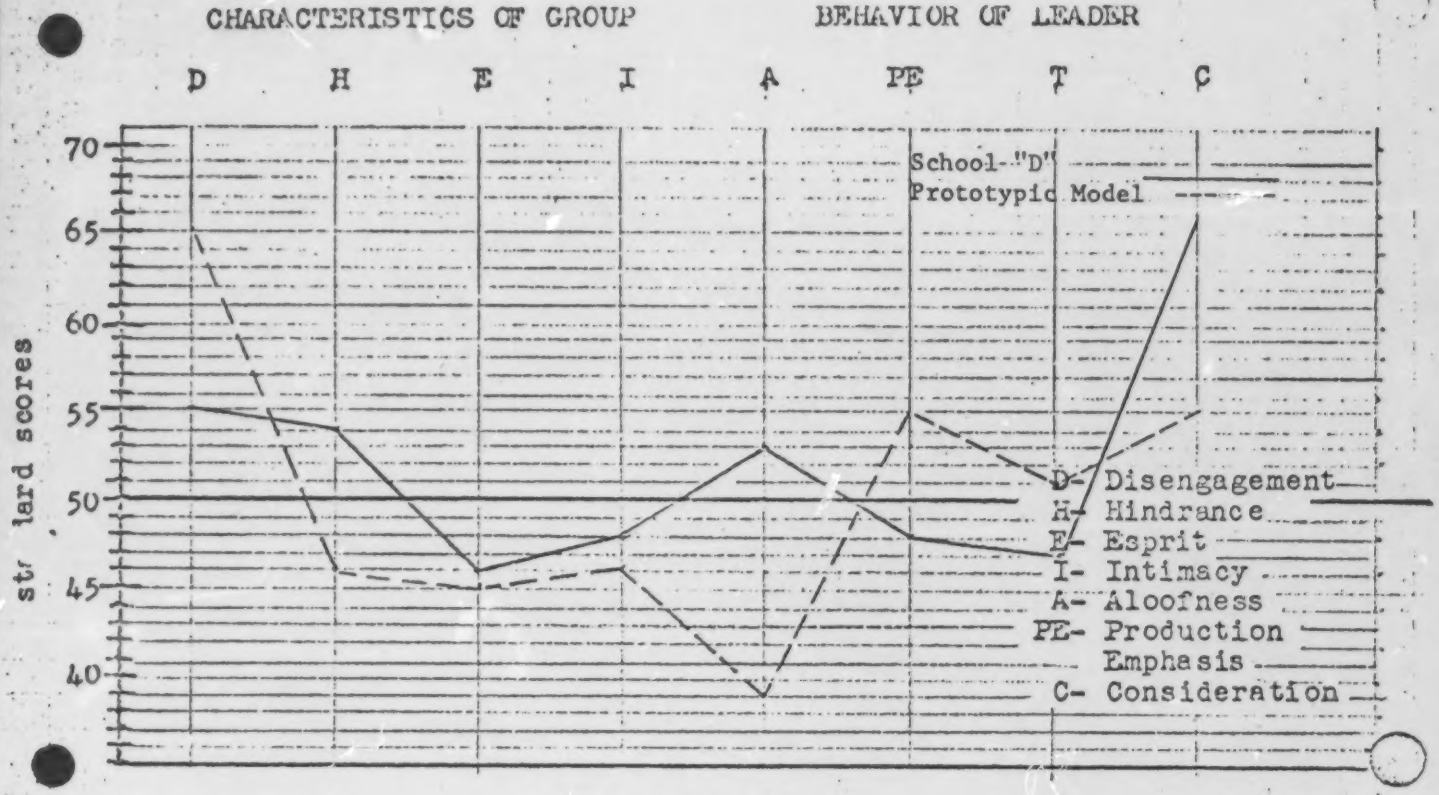
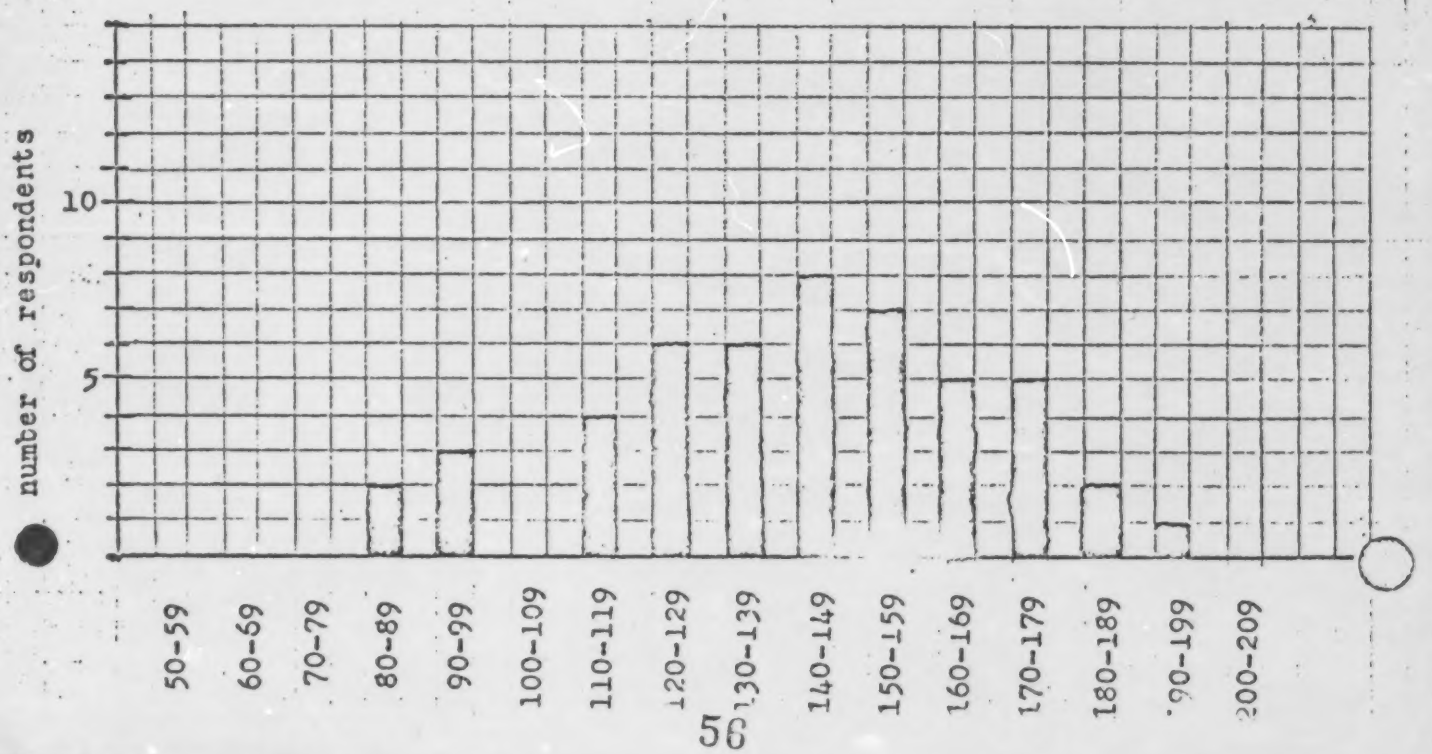


Figure 4.1 Represents the number of respondents (N =49) scoring within a 10 point range on the Belief Systems Inventory.



School E

The possible number of participants in the school was forty-two, and the number of teachers who responded to the OCDQ and the Belief Systems Inventory was twenty-five. Therefore, the findings were significant in terms of those twenty-five respondents, and the conclusions should be treated accordingly.

The computation below illustrates how the similarity score of the subject school profile in comparison to the prototypic VI Climate profile was obtained:

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic VI Climate Profile	62	53	38	54	55	54	41	44	
School E Profile	47	52	44	47	53	47	42	67	
Absolute Difference	15	1	6	7	2	7	1	23	= 62

The above similarity score of 62 in respect to the prototypic VI Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and each of the six Organizational Climate profile.

1. The prototypic Climate profile and the subject school profile were marked by low scores on Esprit and Thrust. Although some attempts were being made to move the organization, they were met with apathy; they were not taken seriously by the group members. "Morale" was low, therefore it was difficult to move the organization. (See Figure 5.0 and Table 3.0)

2. Upon further analysis of the standard scores on the eight subtests of the prototypic Climate and the subject school, it was found that the

subject school profile deviated from the prototypic profile significantly on two subtests: Disengagement and Consideration. Disengagement in the subject school was lower as compared to the prototypic profile which had high Disengagement. On the other hand, Consideration in the subject school was high as compared to the prototypic profile which had low Consideration. Low Disengagement might be an indication that teachers in this climate were able to achieve goals quickly and easily, worked together, and accomplished the tasks of organization to an average degree. High Consideration possibly indicated that the principal had a strong inclination to treat the teachers "humanly".

3. Analyzing the obtained scores on the Belief Systems Inventory, it was observed that twenty-four teacher-respondents tended more towards flexibility or Open-mindedness, and the remaining one teacher tended towards rigidity or Closed-mindedness. (See Figure 5.1)

Figure 5.0 Comparison of School E profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionaire (Form IV). (N=25, σ =10, Mean = 50)

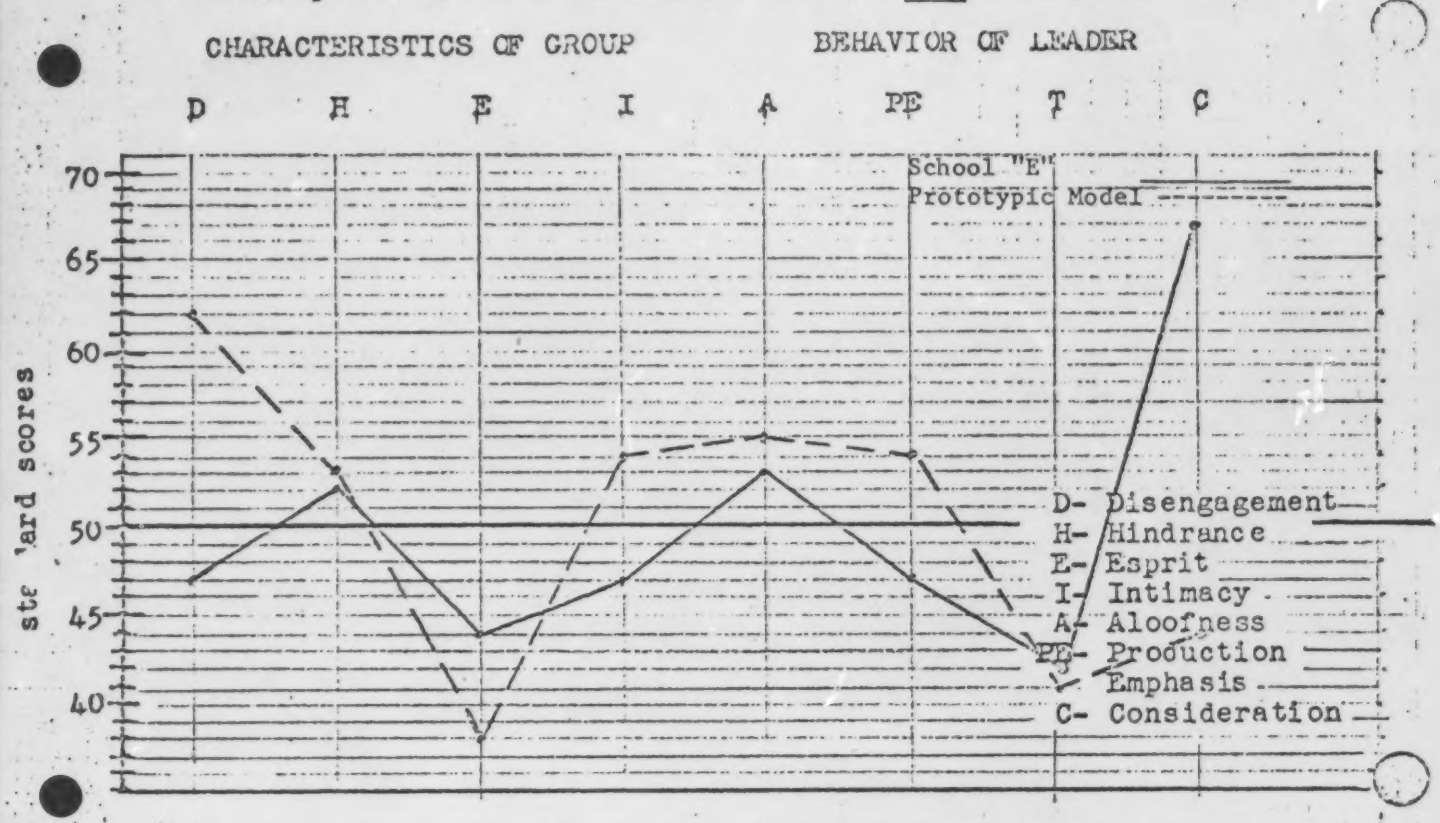
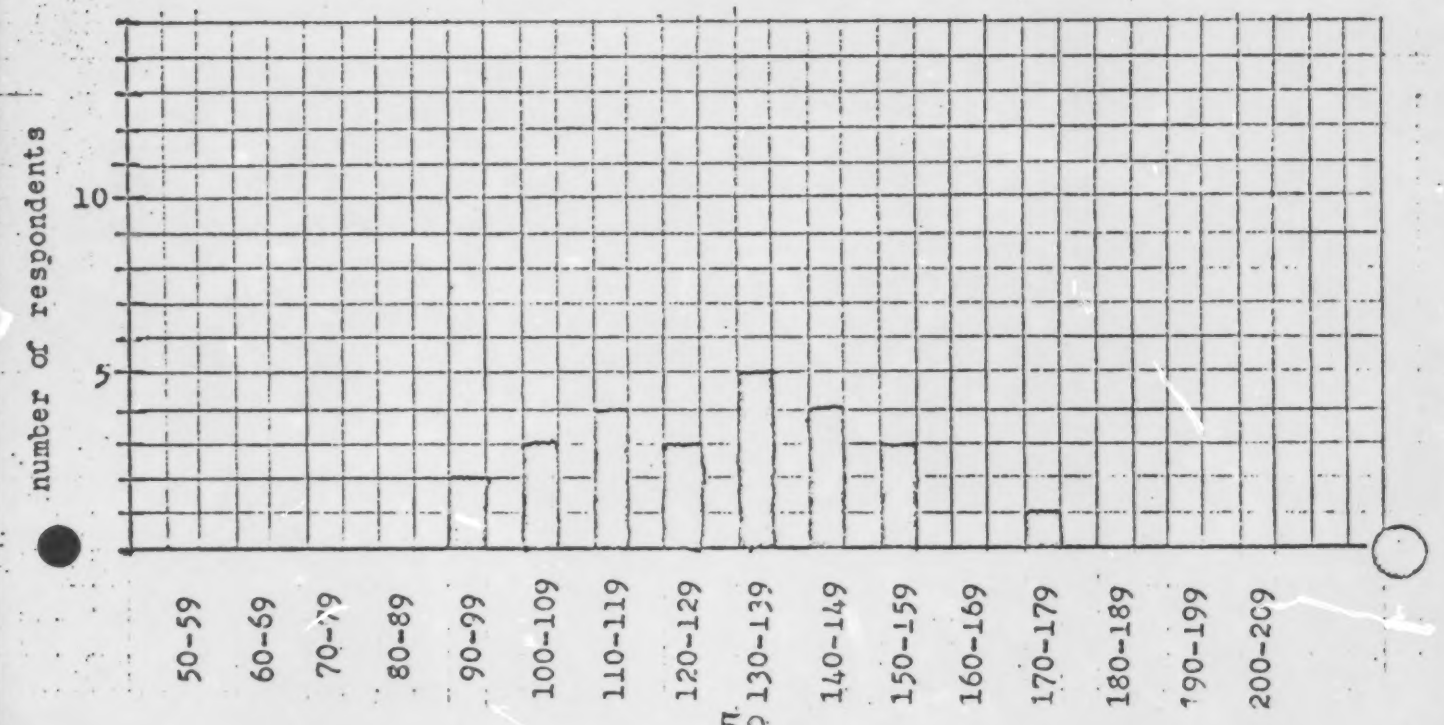


Figure 5.1 Represents the number of respondents (N = 25) scoring within a 10 point range on the Belief Systems Inventory.



School F

The possible number of participants in the school was twenty-one all of whom responded to the OCDQ and the Belief Systems Inventory. Therefore, the findings were significant in terms of all the participants, and the conclusions should be treated accordingly.

The computation below illustrates how the similarity profile score of the subject school profile in comparison to the prototypic V Climate profile was obtained:

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic V Climate Profile	65	46	45	46	38	55	51	55	
School F Profile	45	46	48	53	37	47	48	45	
Absolute Difference	20	0	3	7	1	8	3	10	= 52

The above similarity profile score of 52 in respect to the prototypic V Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and each of the six Organizational Climate profiles.

1. In contrast, the prototypic model was marked by low scores on Esprit, Thrust, and by a high score on Disengagement. There seemed to be nothing going on in this organization. Although some attempts were being made to move the organization, they were met with apathy; they were not taken seriously by the group members. In short, morale was low, and the organization seemed to be stagnant. (See Table 3.0)

2. Upon further analysis of the standard scores on the eight

subtests of the prototypic Climate and the subject school, it was found that the subject school profile deviated from the prototypic profile significantly on two subtests: Disengagement and Consideration. Disengagement in the subject school was surprisingly low as compared to the prototypic profile which had a high degree of Disengagement. As a result, teachers in the subject school worked well together and because of the principal's ability to control the acitivities of the teachers, group maintenance had been established. However, the principal was moderately concerned about the social needs of the teachers (average Consideration) as compared to the prototypic profile which had high Consideration. Teachers possibly felt that they were burdened with routine duties, committee demands and other requirements, but not excessively (average Hindrance). The principal was able to move the organization (high Thrust) possibly by setting an example by working hard herself. As a result morale was high (high Esprit). The principal offers some direction and control which probably facilitated movement of the organization (average Production Emphasis). She would have wanted everyone to know that she was part of the group, was in no way different from anybody else, and is neither impersonal nor aloof (low Aloofness). (See Figure 6.0)

3. Analyzing the obtained scores on the Belief Systems Inventory, it was found that twenty teacher-respondents tended more towards flexibility or Open-mindedness, and the remaining one tended towards rigidity or Closed-mindedness. (See Figure 6.1).

Figure 6.0 Comparison of School F profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionaire (Form IV). (N=21 , σ =10, Mean = 50)

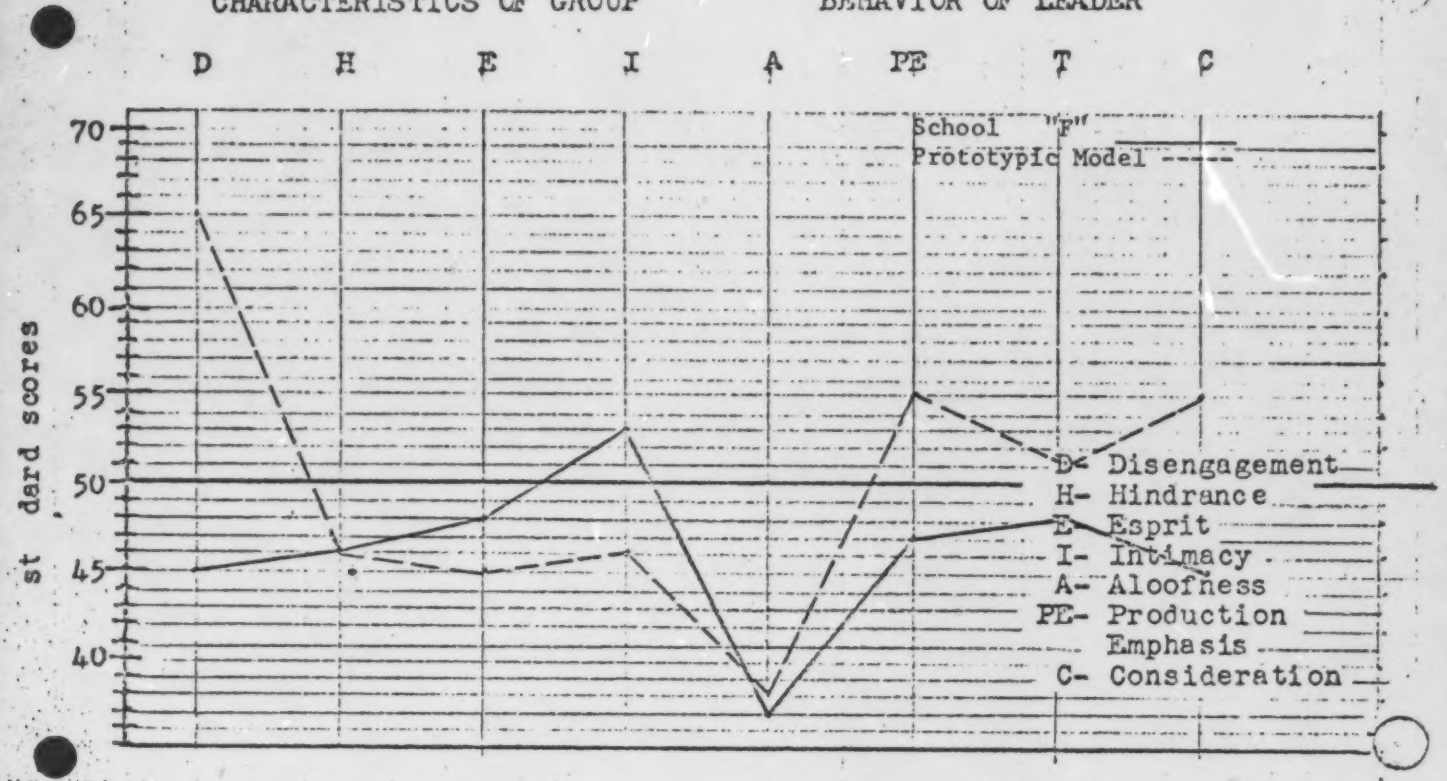
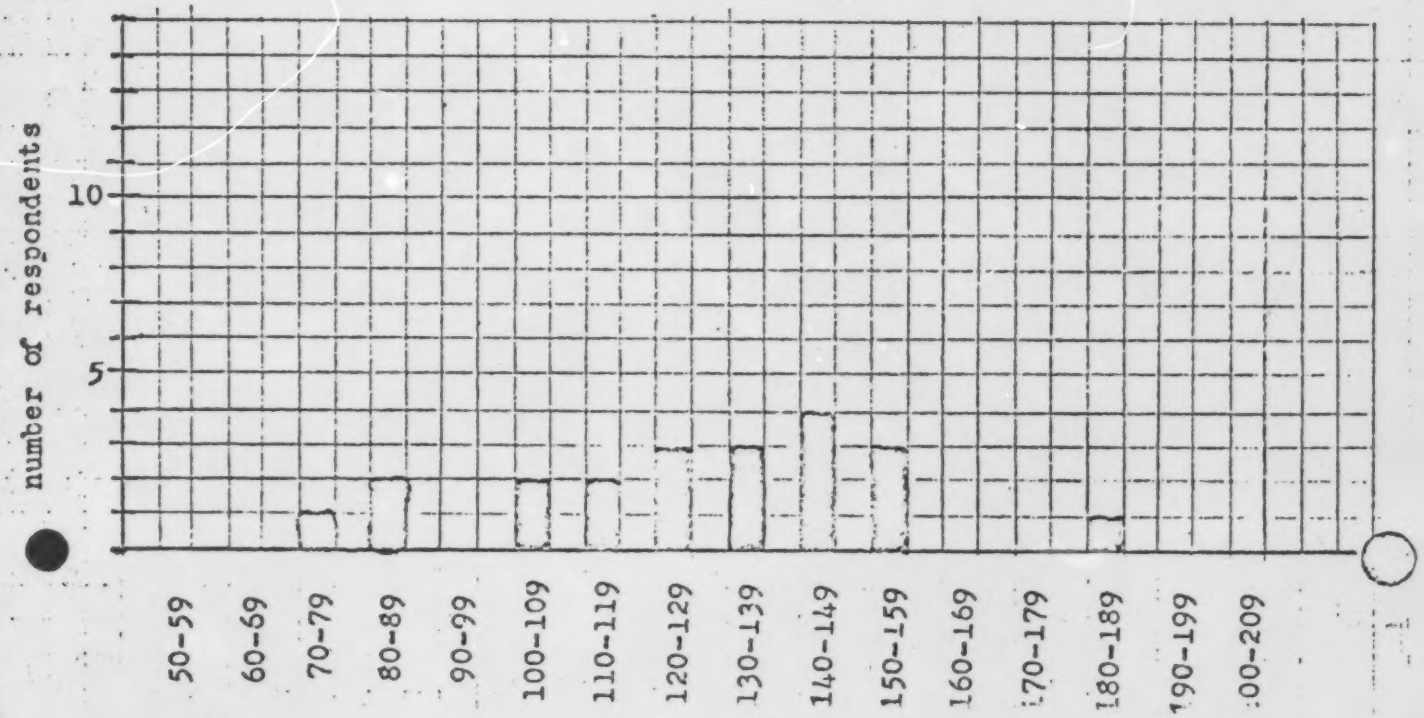


Figure 6.1 Represents the number of respondents (N = 21) scoring within a 10 point range on the Belief Systems Inventory.



School G

The possible number of participants in the school was forty, and thirty-two teachers responded to the OCDQ and the Belief Systems Inventory. Therefore, the findings were significant in terms of those thirty-four respondents and the conclusions should be treated accordingly.

The computation below illustrates how the similarity profile score of the subject school profile in comparison to the prototypic II Climate profile was obtained:

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic II Climate Profile	40	41	55	62	61	39	53	50	
School G Profile	42	44	56	50	57	45	54	43	
Absolute Difference	2	3	1	12	4	6	1	7	= 57

The above similarity profile score of 57 in respect to the prototypic II Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and each of the six Organizational Climate profiles.

1. In the prototypic profile, the degree of Esprit was influenced by insufficient direction and control from the principal. (In other words, the principal had not defined the structure, or the limits, within which the members felt free to attempt leadership acts.) Under these circumstances some task-oriented leadership acts were not initiated, simply because the organization's immediate problems had not been defined clearly enough to allow the group members to decide what leadership acts would be most appropriate for solving those problems. For this reason the score on

Esprit for the Autonomous Climate was not as high as the Esprit score in the Open Climate. (See Table 3.0)

2. Upon further analysis of the standard scores on the eight subtests of the prototypic Climate and the subject school, it was found that the subject school profile deviated from the prototypic profile significantly on one subtest: Intimacy. In the subject school Intimacy scored lower than the prototypic II subtest. It might have meant that on the whole, the group members enjoyed friendly relations with each other, but they apparently felt no need for an extremely high degree of Intimacy. The principal did not attempt to satisfy the social-needs of the teachers (low Consideration) as compared to the prototypic profile which had an average degree of Consideration. (See Figure 7.0)

3. Analyzing the obtained scores on the Belief Systems Inventory, it was found that thirty-two teacher-respondents tended towards flexibility or Open-mindedness, and the remaining two teachers tended towards rigidity or Closed-mindedness. (See Figure 7.1)

Figure 7.0 Comparison of School C profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionaire (Form IV). (N=34 , σ =10, Mean = 50)

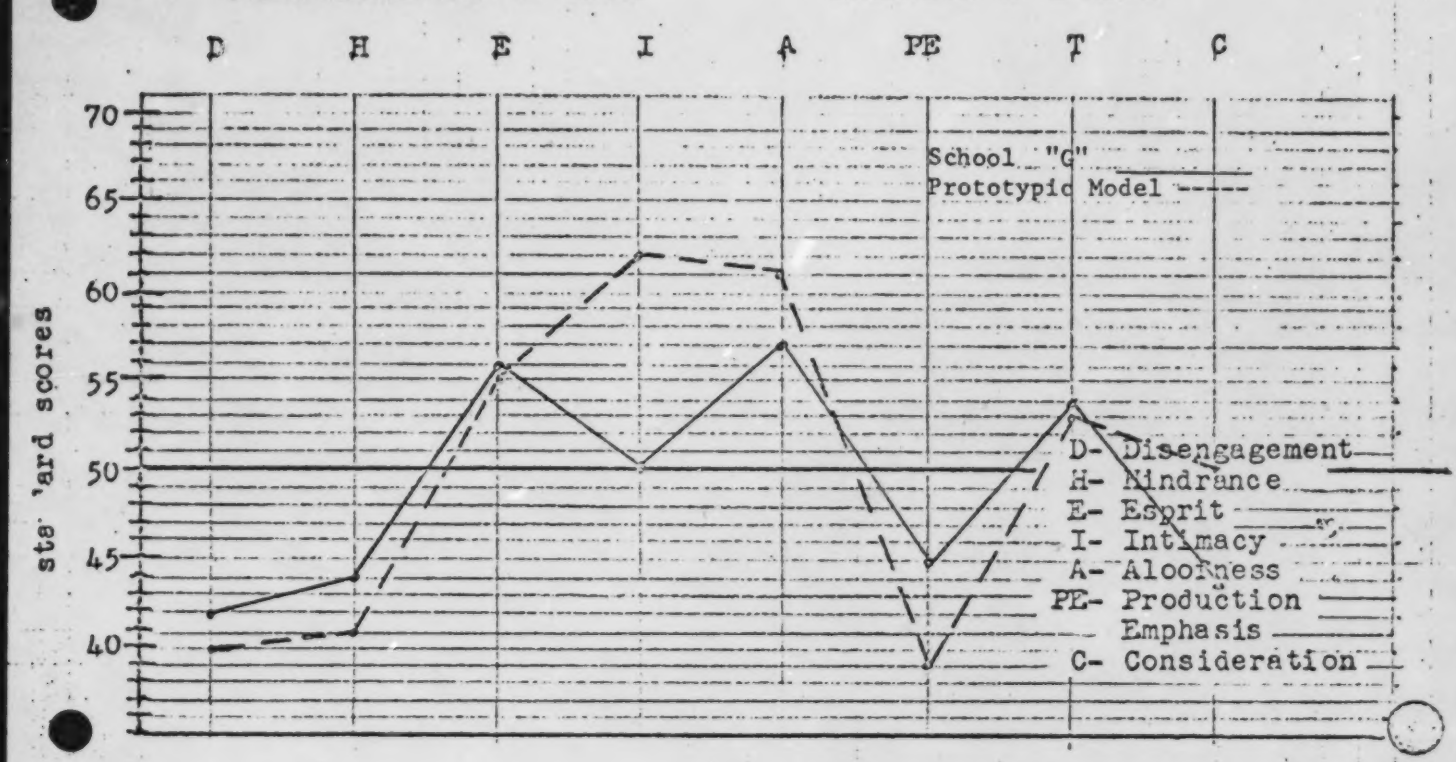
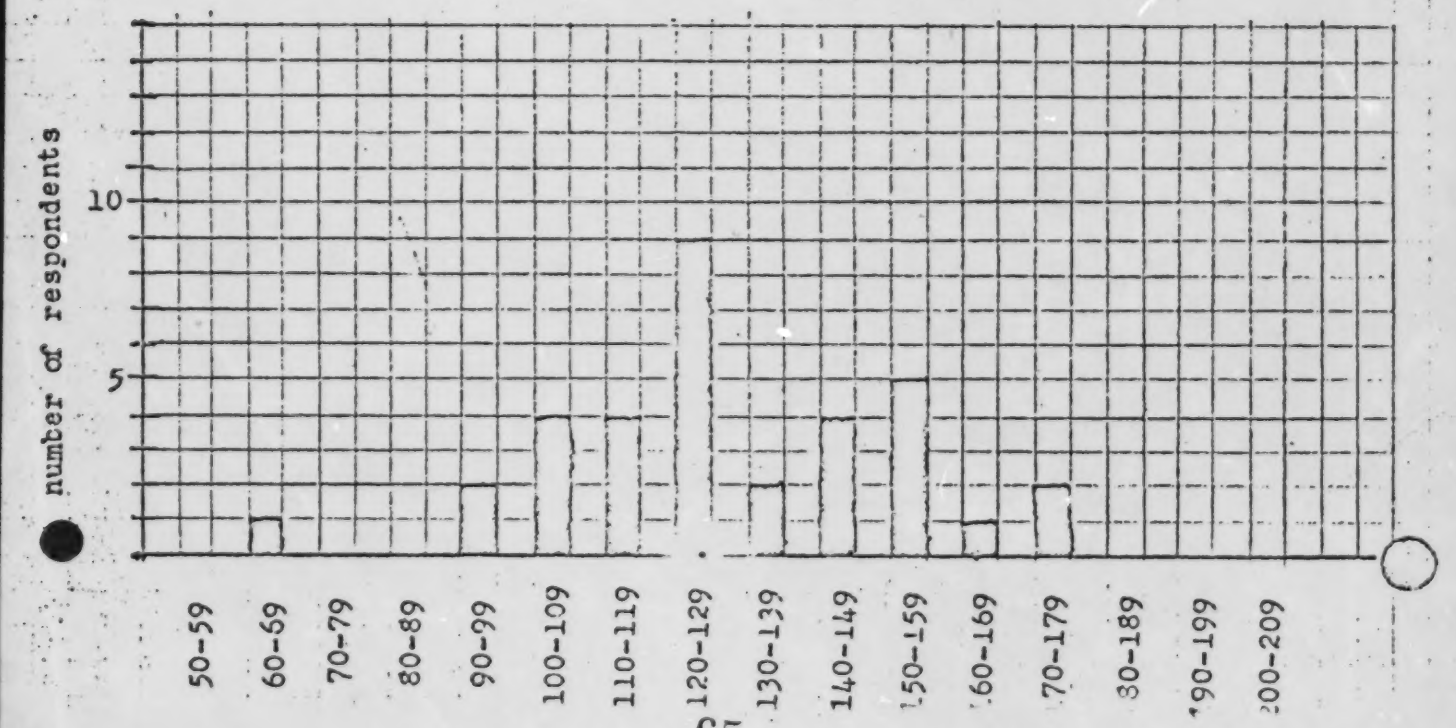


Figure 7.1 Represents the number of respondents (N =34) scoring within a 10 point range on the Belief Systems Inventory.



School H

The possible number of participants in the school was forty-four and forty teachers responded to the OCDQ and the Belief Systems Inventory. Therefore, the findings were significant in terms of the forty respondents, and the conclusions should be treated accordingly.

The computation below illustrates how the similarity profile score of the subject school profile in comparison to the prototypic VI Climate profile was obtained:

	Group				Leader				
	D	H	E	I	A	PE	T	C	
Prototypic VI Climate Profile	62	53	38	54	55	54	41	44	
School H Profile	58	44	44	47	50	73	42	38	
Absolute Difference	4	9	6	7	5	19	1	6	= 57

The above similarity profile score of 57 in respect to the prototypic VI Climate profile was found to be the smallest sum after computing the absolute difference between the subject school profile and each of the six Organizational Climate profiles.

1. The prototypic Climate profile was marked by low scores on Esprit and Thrust, and by a high score on Disengagement. There seemed to be nothing going on in this organization. Although some attempts were being made to move the organization, they were met with apathy; they were not taken seriously by the group members. In short, morale was low, and the organization seemed to be stagnant. (See Table 3.0)

2. Upon further analysis of the standard scores on the eight subtests of the prototypic Climate profile and the subject school profile,

it was found that the subject school profile deviated from the prototypic profile notably on two subtests: Hindrance and Production Emphasis. Hindrance scored lower on the subject school profile as compared to a high score on the prototype. Teachers possibly felt that they were not burdened by busy-work. Production Emphasis was exceptionally higher than the prototypic score. (See Figure 8.0)

3. Analyzing the obtained scores on the Belief Systems Inventory, it was found that thirty-six teachers tended towards flexibility or Open-mindedness, and the remaining four teachers tended towards rigidity or Closed-mindedness. (See Figure 8.1)

Figure 8.0 Comparison of School H profile and the prototypic profile on the eight subtests of the Organization Climate Description Questionnaire (Form IV). (N 40 , σ =10, Mean = 50)

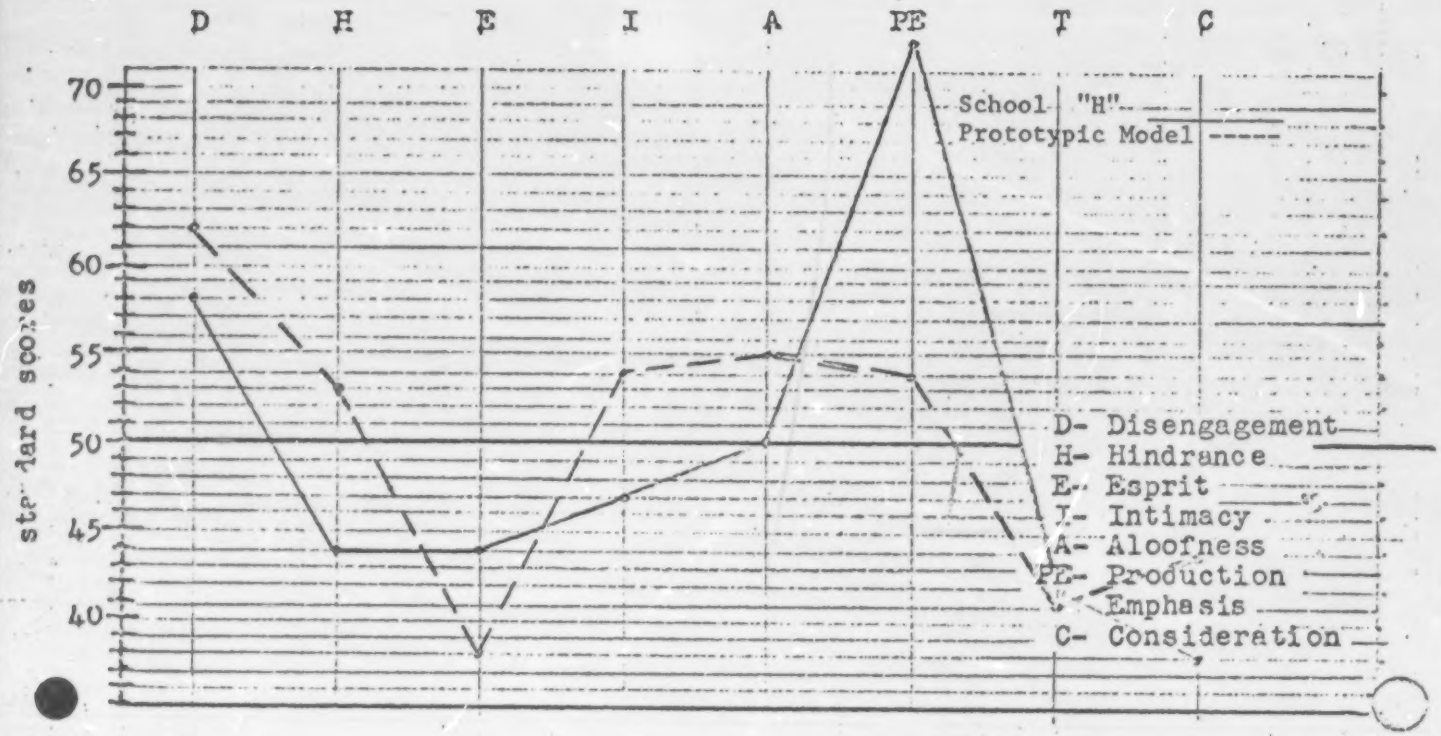
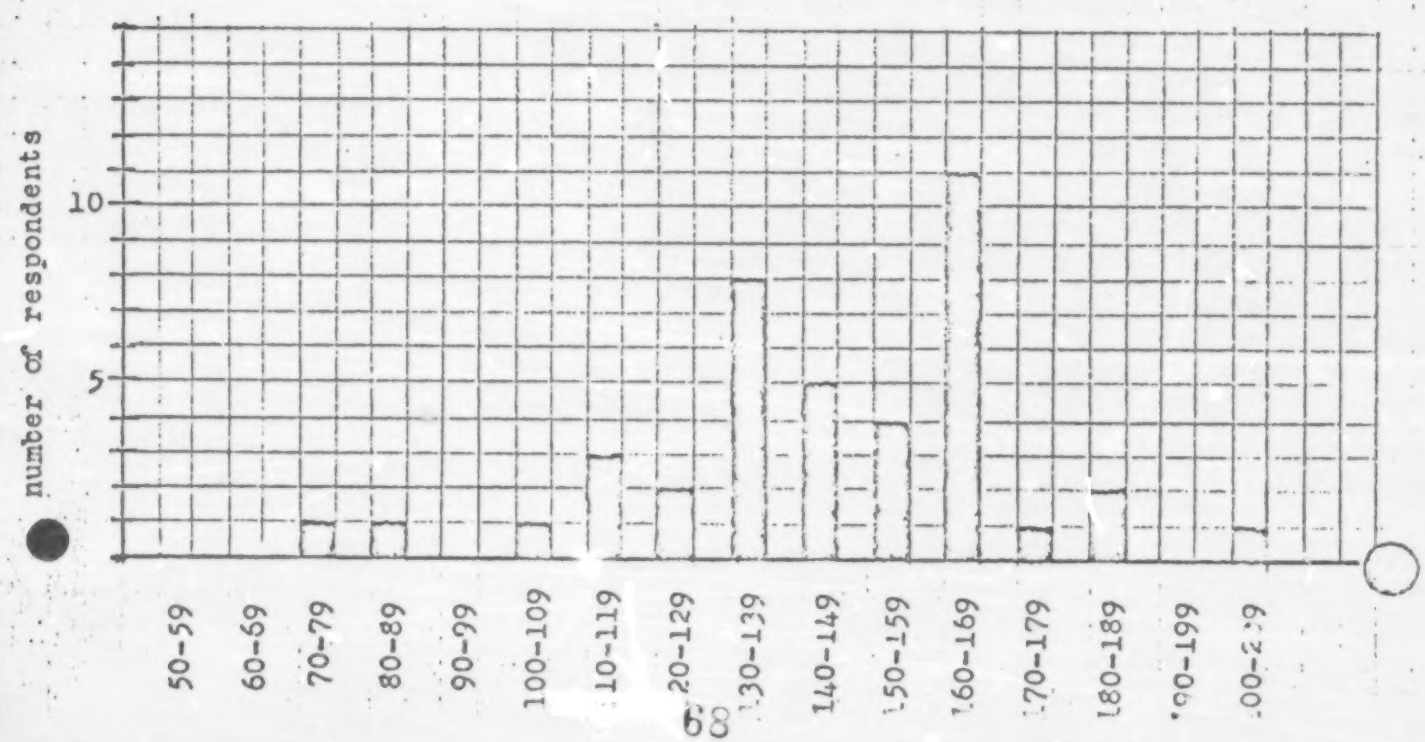


Figure 8.1 Represents the number of respondents (N = 40) scoring within a 10 point range on the Belief Systems Inventory.



Summarization

The sample schools deviated significantly from the prototypic profiles on certain specific subtests. For the subtests related to Teacher Behavior, the profiles for schools E and F scored average on the Disengagement subtest as compared to a high score on the Closed and Paternal prototypic Climate profiles respectively. Similarly, only the profile for school H scored low on Hindrance as compared to an average score on the Closed prototypic profile. Also, school C scored average on Esprit as compared to a low score on the Closed prototypic profile. School B and G scored average on Intimacy as compared to a high score on the Autonomous prototypic Climate.

On the subtests concerning Principal Behavior, school D scored average on Aloofness as compared to a low score on the prototypic Paternal Climate. On Production Emphasis, schools A and H scored average and very high respectively as compared to low and average on the Familiar and Closed Climates respectively. School C scored low on Production Emphasis as compared to a high score on the prototypic Closed Climate. There were no noticiable deviations for any school for the subtest Thrust. Schools E and F scored high on Consideration as compared to lower scores on the prototypic Climates Closed and Paternal respectively. (See Table 3.1)

An analysis of the raw scores on the Belief Systems Inventory for the total number of respondents in the eight sample schools revealed that almost all of the teacher-respondents tended more towards flexibility or Open-mindedness, and only a few tended towards rigidity or Closed-mindedness.

TABLE 3.0

Prototypic profiles for six Organizational Climates ranked in respect to Open Vs. Closedness.

CLIMATES	TEACHER BEHAVIOR				PRINCIPAL BEHAVIOR			
	D	H	E	I	A	PE	T	C
I Open	43	43	63	50	42	43	61	55
II Autonomous	40	41	55	62	61	39	53	50
III Controlled	38	57	54	40	55	63	51	45
IV Familiar	60	42	50	58	44	37	52	59
V Paternal	65	46	45	46	38	55	51	55
VI Closed	62	53	38	54	55	54	41	44

TABLE 3.1

The identified Standard reores, comparing the school profile with the prototypic profile that were significantly higher or lower scores that deviated from the prototypic score more than ten.

SCHOOL CODE	TEACHER BEHAVIOR				PRINCIPAL BEHAVIOR			
	D	H	E	I	A	PE	T	C
A	55	46	58	58	43	53	53	60
B	45	46	54	53	57	50	56	55
C	55	52	46	47	53	47	47	50
D	55	54	46	48	53	48	47	67
E	47	52	44	47	53	47	42	67
F	45	46	48	53	37	47	42	67
G	42	44	56	50	57	45	54	43
H	58	44	44	47	50	73	42	38
TOTAL HIGHER		1	1		1	2		2
TOTAL LOWER	2			2		1		

In regard to scoring the Belief Systems Inventory, the lowest possible raw score was forty which reflected maximum flexibility or Open-mindedness. The highest possible raw score was two hundred and eighty which reflected maximum rigidity or Closed-mindedness. The mid-point in the continuum was a raw score of one hundred sixty.

Only nineteen teacher-respondents had raw scores that ranged from one hundred and seventy to two hundred and nine. The rest of the respondents had raw scores less than one hundred and sixty-nine which indicated a flexibility or Open-mindedness toward commonly held beliefs and desbeliefs. The majority of the teacher-respondents' raw scores were within the range of one hundred and ten to one hundred and sixty-nine. No respondents scored on the extreme ends of the continuum, therefore maximum flexibility and rigidity were not revealed in terms of raw scores. (See figure 9.0)

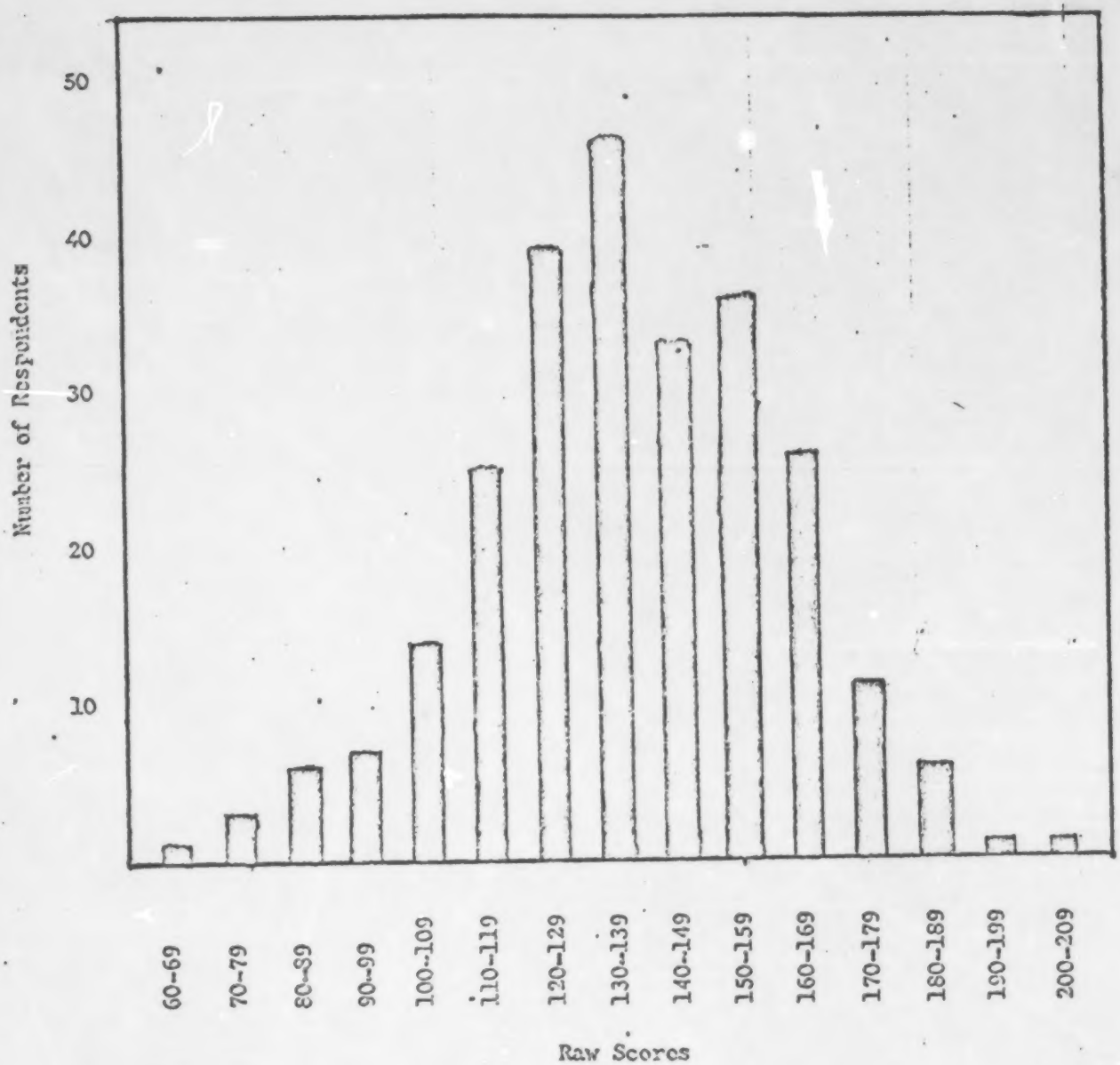
Demographic data was collected from two hundred and sixty-seven teacher-respondents in the eight sample elementary schools which covered seven different areas: sex, age, formal college training, teaching experience in Hawaii, political party and religious preferences, and economic status.

A summary of the data revealed that two hundred and forty-eight teachers were female and nineteen were male. Ninety-two teachers were under thirty years of age; one hundred and eighty-six fell within an age range from thirty to forty-five, and; fifty-four were over forty-five years old. Thirty-four held a bachelor's degree; one hundred and eighty-six had acquired fifteen to sixty college credits beyond a bachelor's degree, twelve held master's degrees, and twenty-nine had a master's degree plus fifteen or more credits. Fifty-four teachers had less than

four years of teaching experience in Hawaii; one hundred and twenty-one had taught from four to eleven years, and eighty-five had taught more then eleven years. One hundred and fourteen teachers claimed to be Democrats; sixty-eight claimed to be Republican; two claimed to be Socialists, and sixty-two teachers marked no preference or other. Thirty-five claimed to be Catholic, one teacher marked Jewish; twenty-three marked Buddhist, and forty-eight marked other or no preference as their religious preference. Twenty-nine teachers marked upper-lower; fifty-six marked lower-middle; one hundred and four marked middle; forty-seven marked upper-middle, and seven marked lower-upper as their present economic status. (See Table 4.0)

Figure 9.0

The total number of respondents for the eight sample schools scoring within a ten-point range on the Belief Systems Inventory.



Possible Score

Lowest = 40 (Flexible or Open-Mindedness)
Highest= 280 (Rigid or Closed-Mindedness)
Mid-Point = 160

TABLE 4.0

Description of the sample population in terms of personal data on sex, age, formal College training, years of experience, political party and religious preference and economic status.

SCHOOL CODE	SEX		AGE			FORMAL COLLEGE TRAINING				EXPERIENCE			POLITICAL PARTY				RELIGIOUS					ECONOMIC STATUS				
			YRS.			DEGREES				YRS.			PREF.				PREF.					LEVELS				
	M	F	-30	30-45	45+	B	B+	M	M+	-4	4-11	11+	D	R	S	O	C	P	J	B	O	U-L	L-M	M	U-M	L-M
A	1	9	4	3	2	1	8		1	2	6	2	5	5			1	7			2	2	2	3	3	
B		44	23	17	4	2	34	2	5	17	17	9	19	9		12	3	22		7	9	6	8	22	5	
C	3	38	10	18	13	5	33		3	5	17	19	17	12		9	6	21	1	4	5	5	11	15	5	
D	4	45	15	22	12	7	28	5	8	4	24	20	17	20		8	5	13		3	4	3	10	13	15	4
E	1	23	10	14	1	4	16	1	3	4	14	6	12	3		7	4	6		4	8	3	6	11	2	
F	4	17	9	6	6	4	14	1	2	7	11	3	10	4	1	6	4	10			7	1	6	7	6	
G	3	34	7	22	5	3	27	1	3	5	14	14	16	3	1	10	3	18		3	5	7	6	11	3	3
H	3	38	16	13	11	8	26	2	4	10	18	12	18	12		10	9	21		2	8	2	7	22	8	
Total	19	248	92	115	54	34	186	12	29	54	121	85	114	68	2	62	35	108	1	23	48	29	56	104	47	7

M = Male
F = Female

B = Bachelors
B+ = Bachelors + 15-60 Sem. Hrs.

D = Democrat
R = Republican
S = Socialist
O = Other

C = Catholic
P = Protestant
J = Jewish
B = Buddhist
O = Other

U-L = Upper-Lower
L-M = Lower-Middle
M = Middle
U-M = Upper-Middle
L-U = Lower-Upper

CONCLUSIONS

As a point of clarification, perhaps it would be well to recapitulate. It was the purpose of this study to determine, by accepted research procedures, teacher flexibility or rigidity within the identified "organizational climates" of a selected number of elementary schools within the Hawaii State Public School System. The findings of this study should provide a firm basis for further research; feedback for teachers and administrators for the purpose of developing a desired organizational climate, and feedback upon which effective administrative practices would be based.

Recognizing the fact that the findings were limited to those perceptions and beliefs which were held by the teachers in the selected elementary schools, the conclusions should be treated accordingly.

Furthermore, the Organizational Climate Description Questionaire, despite all the revisions that were already made in it, was not yet in perfect form. A few of the subtests did not contain enough items to provide measurements that were dependable as might be desired. But this was not a serious problem. The eight major dimensions had been defined so it would not be especially difficult to construct additional items which would increase the dependability of these measures. Of course, a balance had to be maintained between the length of the questionaire and the tolerance of the teachers who were required to take it.

A further delimitation was that the climates of the selected eight elementary schools in Hawaii were not compared to a normative sample rather they were described in terms of its relative position within the sample as well as in terms of the six prototypic organizational climate profiles which were developed by Halpin's study of seventy-one elementary

schools in six different regions of the United States.

The prototypic profiles must be construed as only a relatively crude way of classifying the eight schools in the present sample. Since the number of schools that were used to compute each prototypic profile was small in Halpin's study (four to six schools), the subtest scores which were obtained for each profile varied as much as five points from the values at which these scores eventually should be stabilized when OCDQ data has been secured from additional and larger samples of schools. But the obvious unreliability of the prototypic profiles did not disturb the researchers because it was not severe enough to affect the basic pattern of subtest scores for the respective climates.

In interpreting the prototypic profiles, the impact of the behavior of the principal upon the organizational climate of the school was emphasized. There was no gainsaying the fact that such influence did operate and that it must be taken into account when one sought to understand the Organizational Climate of a particular school. But this was not a one-way street. The leader influenced the behavior of the group members, but the group members also influenced the behavior of the leader. However, since influence was an effect that took place over time, it was impossible for the researchers to make any inference about the direction of such influence on the basis of the OCDQ measurements because measurements had been made at only a single slice in time. Therefore, the principal's behavior, in its effect upon the Organizational Climate of a school, was construed as a necessary but not a sufficient condition which determined the school's climate. For example, if a principal behaved in a way such as was depicted in the sixth climate - the Closed one - it was doubtful that the group members, entirely on their own,

could have done very much to change this climate. Indeed, their high Disengagement score suggested that they already "had given up."

But on the other hand, the converse of this situation was taken into account. It was supposed that a new principal had been assigned to an elementary school. As a young and intelligent principal he had had good experiences and training. He possessed Thrust, and was highly considerate, and moved into the school with every intention of maintaining an Open Climate such as he had maintained in the school from which he come. But what would have happened to him if the teachers had not been prepared to deal with an Open Climate? It was further supposed that the teachers in this school had contended for the past ten years with a principal whose behavior had typified that which characterized a Closed Climate. It was a strong possibility that the openness of the new principal's behavior would have presented the teachers with a severe psychological threat.

As was assumed that in spite of the commonalities showed by these eight elementary schools, the OCDQ did identify organizational Climates for individual schools along a continuum from "Open" to "Closed". The findings of the research confirmed this assumption after identifying the Organizational Climates of the schools. For example, two of the schools had autonomous climates; one school had a familiar climate; two schools had paternal climates, and three schools had closed climates.

In regard to the second assumption that individual schools that had perceived characteristics toward the "Closed" organizational climate, more faculty members would score higher than those that score low on the Belief Systems Inventory. Furthermore, individual schools that had perceived characteristics toward the "Open" organizational climate more

faculty members would score low on the Belief System Inventory than those that scored high. The findings of the research did not verify this original assumption. As it was found that regardless of the identified climate on a continuum from "Open" to "Closed" most of the respondents scored low on the Belief Systems Inventory and tended toward flexibility or open-mindedness. For instance, most of the teachers in Schools B and C with Climates Autonomous and Closed respectively, scored low on the Belief Systems Inventory and were flexible or open-minded.

Furthermore, it was found that there was a contradiction between perceived flexibility or open-mindedness of beliefs and disbeliefs, and the perceived behaviors of teachers and principals within the sample schools. It seemed as though teachers were not behaving or allowed to behave in accordance with their perceived beliefs or disbeliefs.

In regard to the total sample schools' profiles, it was found that on the subtests relating to Teacher Behavior: on Disengagement six schools had average scores; one school had a high score, and; one school had a low score. On Hindrance, six schools had average scores, and two schools had low scores. Scores on Esprit were average for four schools; high for two schools, and; low for two schools. Seven schools had average scores on Intimacy, and one school had a high score.

Principal Behavior was characterized by four schools scoring average on Aloofness; two schools scoring high, and: two schools scoring low. Seven schools scored average on Hindrance, and only one school scored high. On Thrust, four schools scored average; one school scored high, and; three schools scored low. Consideration was high for four schools, average for two schools, and low for two schools.

A further analysis in regard to the perceived Teacher Behavior for the total sample of the eight elementary schools, would be that the majority of the schools obtained average scores on Disengagement,

Hindrance, Esprit, and Intimacy. One might have concluded that the teachers' knowledge of and participation in school activities were limited to their department or grade level. They work well together, as a rule, in their department or grade level but have very little to do with colleagues outside those boundaries. Teachers felt that they were burdened somewhat by routine duties, but not excessively. Morale was not extremely high nor extremely low, and was being affected by the other factors. On the whole, the group members enjoy friendly relations with each other, but they apparently felt no need for an extremely high degree of Intimacy.

In regard to Principal Behavior as perceived by the teachers, the distribution of scores predominately reflected average Aloofness, Production Emphasis, and Thrust. Surprisingly, the principals in the majority of the schools were perceived as being highly Considerate. Furthermore, principals were perceived as being somewhat aloof, businesslike in his interactions with teachers. They were possibly considered directive but not to the extent that he was considered a "straw boss". They needed to establish a more effective system of communication which would facilitate continuous feedback from the teachers. The principals were able to move the organization by their personal example of hard work or by being just a "good guy." They possibly were perceived as genuine and flexible, although not to the extent of principals in a Open Climate. Most of the principals were perceived as having an inclination to treat teachers "humanly", to try to do a little something extra for them in human terms.

The teacher population in terms of their responses to demographic characteristics were described as predominately female. The majority were less than forty-five years old having bachelor's de.. .. plus fifteen to sixty college credits with four to eleven or more years of teaching experience. Nearly half of the population indicated that their political preference was with the Democratic Party. Half or more of the teachers indicated Protestant as their religious preference and, the majority selected middle class as their economic status.

Recommendations

1. The researchers found hand-scoring and analyzing the OCDQ data time-consuming and laborious, therefore it was recommended that future research utilized computer aide to facilitate the study.

2. It was recommended that the administration of the OCDQ and the Belief Systems Inventory should take place at a specified time and place in the school at the convenience of the school participants. This procedure would facilitate the collection of the responses.

3. It was recommended that interpretation of the school profiles should be done in terms of subtest by subtest prior to general identification of the Organizational Climate of the school.

4. It was recommended that the Findings from this Study be used as a basis for further research and as feedback for teachers and administrators for the purpose of developing a desired organizational climate, and upon which effective administrative practices would be based.

5. It was finally recommended that observations of teachers' and principal's behaviors be conducted following the administration of the OCDQ so the subtest scores could be interpreted in more specific terms.

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APPENDIX A

Table 5.0 Subtest Groupings of OCDQ items.

TEACHERS' BEHAVIOR

I - Disengagement	II - Hindrance	III - Esprit	IV - Intimacy
2	24	35	1
6	20	31	5
10	16	27	9
14	12	23	13
18	-8	19	17
22	-4	15	57
26		21	-25
30		11	
61		7	
38		3	

PRINCIPAL'S BEHAVIOR

V - Aloofness	VI - Production Emphasis	VII - Thrust	VIII - Consideration
58	39	28	29
59	43	32	33
55	62	36	37
44	47	41	42
34	66	49	46
52	51	53	50
40	48	56	
-54		60	
-64		63	

Items marked - were scored inversely

APPENDIX B

THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ)

The items in this questionnaire describe typical behaviors or conditions that occur within a school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of your answer sheet. Please read the instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have completed the test we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct from this description, a portrait of the Organizational Climate of your school

On the sheet titled "Biographical Information" please note which catagories apply to you by placing a mark in the appropriate space to the right of each item. DO NOT DETACH THIS SHEET FROM YOUR ANSWER SHEET.

ANSWER SHEET MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

Teachers call each other by their first names.

1. Rarely occurs 1 2 X 4
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs.

In this example the respondent marked alternative 3 to show that the interpersonal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

PLEASE BE SURE THAT YOU MARK EVERY ITEM.

Questionnaire Items

1. Teachers' closest friends are other faculty members at this school.
2. The mannerisms of teachers at this school are annoying.
3. Teachers spend time after school with students who have individual problems.
4. Instructions for the operation of teaching aids are available.
5. Teachers invite other faculty members to visit them at home.
6. There is a minority group of teachers who always oppose the majority.
7. Extra books are available for classroom use.
8. Sufficient time is given to prepare administrative reports.
9. Teachers know the family background of other faculty members.
10. Teachers exert group pressure on non-conforming faculty members.
11. In faculty meetings, there is the feeling of "let's get things done."
12. Administrative paper work is burdensome at this school.
13. Teachers talk about their personal life to other faculty members.
14. Teachers seek special favors from the principal.
15. School supplies are readily available for use in classwork.
16. Student progress reports require too much work.
17. Teachers have fun socializing together during school time.
18. Teachers interrupt other faculty members who are talking in staff meeting.
19. Most of the teachers here accept the faults of their colleqgues.
20. Teachers have too many committee requirements.
21. There is considerable laughter when teachers gather informally.
22. Teachers ask nonsensical questions in faculty meetings.
23. Custodial service is available when needed.
24. Routine duties interfere with the job of teaching

25. Teachers prepare administrative reports by themselves.
26. Teachers ramble when they talk in faculty meetings.
27. Teachers at this school show much school spirit.
28. The principal goes out of his way to help teachers.
29. The principal helps teachers solve personal problems.
30. Teachers at this school stay by themselves.
31. The teachers accomplish their work with great vim, vigor and pleasure.
32. The principal sets an example by working hard himself.
33. The principal does personal favors for teachers.
34. Teachers eat lunch by themselves in their own classrooms.
35. The morale of the teachers is high.
36. The principal uses constructive criticism.
37. The principal stays after school to help teachers finish their work.
38. Teachers socialize together in small select groups.
39. The principal makes all class-scheduling decisions.
40. Teachers are contacted by the principal each day.
41. The principal is well prepared when he speaks at school functions.
42. The principal helps staff members settle minor differences.
43. The principal schedules the work for the teachers.
44. Teachers leave the grounds during the school day.
45. The principal criticizes a specific act rather than a staff member.
46. Teachers help select which courses will be taught.
47. The principal corrects teachers' mistakes.
48. The principal talks a great deal.
49. The principal explains his reasons for criticism to teachers.
50. The principal tries to get better salaries for teachers.
51. Extra duty for teachers is posted conspicuously.

52. The rules set by the principal are never questioned.
53. The principal looks out for the personal welfare of teachers.
54. School secretarial service is available for teachers' use.
55. The principal runs the faculty meeting like a business conference.
56. The principal is in the building before teachers arrive.
57. Teachers work together preparing administrative reports.
58. Faculty meetings are organized according to a tight agenda.
59. Faculty meetings are mainly principal-report meetings.
60. The principal tells teachers of new ideas he has run across.
61. Teachers talk about leaving the school system.
62. The principal checks the subject-matter ability of teachers.
63. The principal is easy to understand.
64. Teachers are informed of the results of a supervisor's visit.
65. Grading practices are standardized at this school.
66. The principal insures that teachers work to their full capacity.
67. Teachers leave the buildings as soon as possible at day's end.
68. The principal clarifies wrong ideas a teacher may have.
69. Schedule changes are posted conspicuously at this school.

APPENDIX C

BELIEF SYSTEMS INVENTORY. FORM E.

Directions. The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement on the separate answer sheet according to how much you agree or disagree with it. Please mark every one.

Mark:
(1) +3: I AGREE VERY MUCH
(2) +2: I AGREE ON THE WHOLE
(3) +1: I AGREE A LITTLE
(4) -1: I DISAGREE A LITTLE
(5) -2: I DISAGREE ON THE WHOLE
(6) -3: I DISAGREE VERY MUCH

1. U.S. and Russia have nothing in common.
2. Best government is democracy run by most intelligent.
3. Belief in free speech, but not for all.
4. Better knowledge of beliefs than disbeliefs.
5. Man on his own is helpless and miserable.
6. World we live in a lonesome place.
7. Most people don't give a "damn" for others.
8. I want to find someone to solve my problems.
9. It's natural to fear future.
10. So much to do, so little time to do it in.
11. Once I get wound up, I can't stop.
12. I repeat myself to make sure I'm understood.
13. I don't listen.
14. Better be dead hero than live coward.

15. Secret ambition is to become a great man.
16. Main thing in life is to do something important.
17. If given chance I'd benefit world.
18. There are just a handful of great thinkers.
19. I hate some people because of what they stand for.
20. A man without a cause hasn't lived.
21. Life meaningful when there is devotion to cause.
22. There is only one correct philosophy.
23. Person believing in too many causes in "wishy-washy."
24. To compromise is to betray own side.
25. In religion, we should not compromise.
26. To consider only one's own happiness is selfish.
27. Worse crime is to attack those of similar beliefs.
28. Guard against subversion from within.
29. Groups tolerating diverse opinions can't exist.
30. Two kinds of people: those for, those against truth.
31. My blood boils when others won't admit they're wrong.
32. One who thinks of own happiness beneath contempt.
33. Most printed ideas aren't worth paper printed on.
34. To know what's going on, rely on leaders.
35. Reserve judgment until you hear leader's opinions.
36. Pick friends who believe as you do.
37. Present unhappy; future is what counts.
38. To accomplish mission, gamble all or nothing.
39. Most people don't understand what's going on.
40. Most people don't know what's good for them.

APPENDIX D

THE ASSESSMENT OF FACTORS AFFECTING THE ORGANIZATIONAL CLIMATE OF SCHOOLS

Instructions:

You are participating in an experimental study of certain beliefs (values or attitudes) held by the people in this group.

Do not put your name on this answer sheet. Every effort will be made to assure you that this information will be treated with the kind of professional responsibility you demand.

Please answer all of the questions about personal data requested below. When this is done, you may begin to answer the inventory questions in the space provided.

PERSONAL DATA: (Circle appropriate number in each group)

1.0 SEX

1.1 Male
1.2 Female

2.0 AGE

2.1 20-25
2.2 26-30
2.3 31-35
2.4 36-40
2.5 41-45
2.6 46-50
2.7 51-55
2.8 56-60
2.9 61-65
2.10 66-70

3.0 HIGHEST LEVEL OF TRAINING (Mark one)

3.1 Less than bachelors
3.2 Bachelors + 15 sem hrs.
3.3 Bachelors + 30 sem hrs.
3.4 Bachelors + 45 sem hrs.
3.5 Masters
3.6 Masters + 15 sem hrs.
3.7 Masters + 30 sem hrs.
3.8 Masters + 45 sem hrs.
3.9 Masters + 60 sem hrs.
3.10 Doctorate

4.0 TOTAL EMPLOYMENT EXPERIENCE IN EDUCATION

4.1 0-3 years
4.2 4-7 years
4.3 8-11 years
4.4 12-15 years
4.5 16-19 years
4.6 20-23 years
4.7 24-27 years
4.8 28-31 years
4.9 32-25 years
4.10 more than 35 years

5.0 RECENCY OF BASIC CERTIFICATION

5.1 Within past year
5.2 1-3 years ago
5.3 4-7 years ago
5.4 8-11 years ago
5.5 12-15 years ago
5.6 16-19 years ago
5.7 20-23 years ago
5.8 24-27 years ago
5.9 28-31 years ago
5.10 32-25 years ago
5.11 more than 35

6.0 UNDERGRADUATE SCHOOLING
(Type institution)

6.1 State University
6.2 Private University
6.3 State College
6.4 Private Independent College
6.5 Church Related College

7.0 UNDERGRADUTATE SCHOOLING
(Location)

7.1 New England
7.2 Middle Atlantic
7.3 South
7.4 North Central
7.5 Southwest
7.6 Pacific
7.7 Outside US

8.0 GRADUATE SCHOOLING
(Type institution)

8.1 State university
8.2 Private university
8.3 State College
8.4 Private Independent College
8.5 Church Related College

9.0 GRADUATE SCHOOLING
(Location)

9.1 New England
9.2 Middle Atlantic
9.3 South
9.4 North Central
9.5 Southwest
9.6 Pacific
9.7 Outside US

10.0 UNDERGRADUATE MAJOR (Teaching Specialization)

10.1 Applied Arts, Agriculture, Forestry, Home Economics, Industrial Arts Etc.
10.2 Business, Commerce, Economics, Accounting, Law, Etc.
10.3 Education, Physical Education, Special Education, Etc.
10.4 English, Foreign Languages, Journalism, Liberal Arts, Literature etc.
10.5 Fine Arts, Drama, Music Etc.
10.6 Health Professions, Medicine, Nursing, Pharmacy, etc.
10.7 Philosophy, Religion, Bible, Theology etc.
10.8 Sciences, Engineering, Mathematics, Etc.
10.9 Social Sciences, Psychology, Sociology, History, Government, Etc.
10.10 Other (Please specify): _____

11.0 POLITICAL PREFERENCE

11.1 Democrat
11.2 Republican
11.3 Socialist
11.4 Other
11.5 No preference

12.0 RELIGIOUS PREFERENCE

12.1 Catholic
12.2 Protestant
12.3 Jewish
12.4 Buddhist
12.5 Other
12.6 No preference

13.0 STATUS OF CHILDHOOD HOME

13.1 Lower-lower
13.2 Upper-lower
13.3 Lower-middle
13.4 Middle
13.5 Upper-middle
13.6 Lower-upper
13.7 Upper-upper

ANSWER SHEET

MARKING ALTERNATIVES

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4 Very frequently occurs

1. 1 2 3 4	24. 1 2 3 4	47. 1 2 3 4
2. 1 2 3 4	25. 1 2 3 4	48. 1 2 3 4
3. 1 2 3 4	26. 1 2 3 4	49. 1 2 3 4
4. 1 2 3 4	27. 1 2 3 4	50. 1 2 3 4
5. 1 2 3 4	28. 1 2 3 4	51. 1 2 3 4
6. 1 2 3 4	29. 1 2 3 4	52. 1 2 3 4
7. 1 2 3 4	30. 1 2 3 4	53. 1 2 3 4
8. 1 2 3 4	31. 1 2 3 4	54. 1 2 3 4
9. 1 2 3 4	32. 1 2 3 4	55. 1 2 3 4
10. 1 2 3 4	33. 1 2 3 4	56. 1 2 3 4
11. 1 2 3 4	34. 1 2 3 4	57. 1 2 3 4
12. 1 2 3 4	35. 1 2 3 4	58. 1 2 3 4
13. 1 2 3 4	36. 1 2 3 4	59. 1 2 3 4
14. 1 2 3 4	37. 1 2 3 4	60. 1 2 3 4
15. 1 2 3 4	38. 1 2 3 4	61. 1 2 3 4
16. 1 2 3 4	39. 1 2 3 4	62. 1 2 3 4
17. 1 2 3 4	40. 1 2 3 4	63. 1 2 3 4
18. 1 2 3 4	41. 1 2 3 4	64. 1 2 3 4
19. 1 2 3 4	42. 1 2 3 4	65. 1 2 3 4
20. 1 2 3 4	43. 1 2 3 4	66. 1 2 3 4
21. 1 2 3 4	44. 1 2 3 4	67. 1 2 3 4
22. 1 2 3 4	45. 1 2 3 4	68. 1 2 3 4
23. 1 2 3 4	46. 1 2 3 4	69. 1 2 3 4

BELIEF SYSTEMS INVENTORY

(1)	1 2 3 4 5 6	(21)	1 2 3 4 5 6
(2)	1 2 3 4 5 6	(22)	1 2 3 4 5 6
(3)	1 2 3 4 5 6	(23)	1 2 3 4 5 6
(4)	1 2 3 4 5 6	(24)	1 2 3 4 5 6
(5)	1 2 3 4 5 6	(25)	1 2 3 4 5 6
(6)	1 2 3 4 5 6	(26)	1 2 3 4 5 6
(7)	1 2 3 4 5 6	(27)	1 2 3 4 5 6
(8)	1 2 3 4 5 6	(28)	1 2 3 4 5 6
(9)	1 2 3 4 5 6	(29)	1 2 3 4 5 6
(10)	1 2 3 4 5 6	(30)	1 2 3 4 5 6
(11)	1 2 3 4 5 6	(31)	1 2 3 4 5 6
(12)	1 2 3 4 5 6	(32)	1 2 3 4 5 6
(13)	1 2 3 4 5 6	(33)	1 2 3 4 5 6
(14)	1 2 3 4 5 6	(34)	1 2 3 4 5 6
(15)	1 2 3 4 5 6	(35)	1 2 3 4 5 6
(16)	1 2 3 4 5 6	(36)	1 2 3 4 5 6
(17)	1 2 3 4 5 6	(37)	1 2 3 4 5 6
(18)	1 2 3 4 5 6	(38)	1 2 3 4 5 6
(19)	1 2 3 4 5 6	(39)	1 2 3 4 5 6
(20)	1 2 3 4 5 6	(40)	1 2 3 4 5 6